

Spartanburg School District Four

Generative AI Guidelines

2026 - 2027

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https://www.spartanburg4.org/resources

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Spartanburg District Four Artifical Intelligence Vision

Spartanburg School District Four's vision for the use of Artificial Intelligence (AI) encompasses the appropriate and responsible use of AI while maintaining academic integrity, fostering ethical decision-making, and supporting student learning and innovation.

Spartanburg District Four Artificial Intelligence (AI) Use Policy for Students

Spartanburg School District Four strictly prohibits the use of AI unless expressly authorized by the classroom teacher. Teachers will establish clear and specific guidelines regarding the acceptable use of AI that will apply to individual assignments, projects, or assessments as determined by the teacher. The district is committed to supporting responsible and ethical use of emerging technologies while maintaining high standards for student learning and accountability.

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Ethical and Effective Use of AI

Spartanburg School District Four is committed to the ethical and responsible use of Artificial Intelligence (AI) in education. AI tools and applications should be used in ways that support teaching, learning, and school operations while respecting the rights, privacy, and dignity of all students, families, and staff members.

Employees and students are expected to:

- Use AI as a supportive tool that enhances learning and productivity, not as a substitute for professional judgment, critical thinking, or meaningful human interaction.
- Ensure AI is used appropriately and not for high-stakes decisions involving student evaluation, discipline, placement, or other sensitive matters without human oversight.
- Be transparent about when and how AI tools are being used in instructional or professional settings.
- Protect student and staff privacy by following all district policies and data security guidelines when using AI platforms or applications.
- Use AI in ways that align with Spartanburg School District Four's educational mission, values, and expectations for digital citizenship.

As with any technology, AI should be used responsibly, thoughtfully, and in ways that support the educational environment for all stakeholders.

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AI and the Future of Teaching and Learning

Generative Artificial Intelligence (AI) encompasses technologies designed to synthesize original content—including text, imagery, and code—from existing datasets. The adoption rate of these tools has outpaced all previous technological milestones, signaling a transformative decade for both global industry and academic institutions. As proficiency in generative AI becomes a prerequisite for the modern workforce and higher education, public school districts must proactively integrate these tools into the instructional landscape.

This framework aligns with the US Department of Education's Office of Educational Technology report, which emphasizes the responsible adoption of AI to support student success. Highlighting the urgency of this transition, Dr. Russell Shilling states:

"AI is at a pivotal moment for educational technology. Our actions today can either widen or narrow the educational divide."

Spartanburg School District Four is committed to the strategic deployment of generative AI to ensure equitable access and to prepare students for the complexities of a digital-first economy. Our approach focuses on bridging the "New Digital Divide," ensuring that the choices made today provide lasting benefits for our students' academic and professional futures.

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AI and the Future of Work

According to the World Economic Forum's "Future of Jobs Report 2023," AI is expected to significantly transform the employment landscape within the next five years.



of companies plan to adopt generative artificial intelligence by 2027

WHEN CONSULTANTS USED AI...

12.2%

Finished More Tasks on Average

21.5%

Completed Tasks More Quickly

40%

Produced Higher Quality Results

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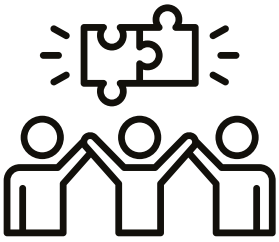
Generative AI Implementation Plan



Phase 1: Guidance and Policy

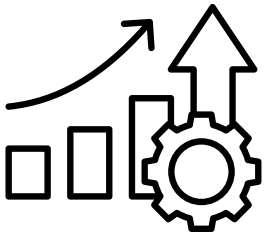
Focus: Foundation for safe use
1. Appropriate Use of AI Tools
2. Tracking and Citing AI Use
3. Data Privacy and Security

Phase 2: Building Capacity



Focus: Literacy and training
1. Professional Development
2. AI Literacy by Grade Band
3. Equitable Integration

Phase 3: Improvement and Transformation



Focus: Redefining learning models
1. Personalized Learning / PBL
2. Competency-Based Learning
3. Teacher Time Efficiency (as a catalyst for personalization)

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Benefits & Risks of AI

Teacher Support

Benefits	Risks
Content Development: Tailoring curricula and differentiating materials.	**Societal Bias:** Reinforcing stereotypes found in training data.
Assessment Design: Providing standardized feedback and planning tools.	**Diminished Agency**: Undermining the educator's role in decision-making.
Professional Development: Simulation-based training and strategy suggestions.	**Privacy**: Risks associated with inputting student data into models.
Workload Management: Automating administrative tasks to increase student-facing time.	**Academic Integrity:** Increased difficulty in identifying non-human work.

Student Learning

Benefits	Risks
Creativity: Sparking ideas in writing, visual arts, and music.	**Plagiarism**: Submitting AI-generated work as student-created work.
Collaboration: Support for group projects and research identification.	**Misinformation:** AI can produce and scale inaccurate "hallucinations" (misstatements).
Tutoring: Democratizing 24/7 access to personalized learning assistants.	**Over-reliance:** Diminishing human discretion and critical thinking.
Communication: Real-time translation and interactive dialogue.	**Unequal Access:** Widening the divide for those without home technology.

Benefits & Risks of AI

Risk Mitigation Directive

- Keep humans in the loop: A human must evaluate all AI-informed outputs before they are shared or acted upon.
- Educate users on potential bias: Students and staff must be trained to identify and select tools that minimize biased outputs.
- Restructure assignments: Shift focus to the development process (drafts, original arguments) rather than solely the final product.
- Provide in-school access: Ensure all students have dedicated time to access MagicSchool AI tools within the school building to mitigate the digital divide.
- Cite and Acknowledge: Mandate clear disclosure for any AI-assisted work.

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AI Acceptable Use Scale

Spartanburg School District Four is committed to fostering an environment of academic integrity while embracing the evolving landscape of technology. To ensure clarity and fairness, the following guidelines govern the use of Artificial Intelligence (AI) within our classrooms. Assignments must be completed without the use of AI tools unless the teacher provides **explicit, written permission for a specific task**. Teachers hold the responsibility for clarifying which uses of AI are appropriate or prohibited for any given project. Depending on the learning objectives, a teacher may permit the use of generative AI for some or all parts of an assignment. To determine the permitted level of involvement, students and faculty should refer to the Generative AI Acceptable Use Scale. If a student is uncertain about whether an AI tool is allowed, the student must confirm with their teacher before proceeding with the work.

Spartanburg School District Four has implemented the Generative AI Acceptable Use Scale to:

- Promote Equity and Responsibility: Ensure that all stakeholders have equitable access to technology while understanding the ethical implications of responsible AI use.
- Establish Clear Expectations: Build a common language and shared understanding among students, parents, and staff regarding the role of AI in the educational process.
- Ensure Academic Integrity: Provide a framework for the fair and equitable treatment of issues related to suspected plagiarism or cheating involving AI in the educational setting.

AI IN EDUCATION

ACCEPTABLE USE GUIDE



AI FREE

- **Any** AI use is prohibited and violates the students academic integrity policy.
- Work must be completely self-generated without AI assistance.

Disclosure: AI free is the default level unless stated by the teacher.

AI ASSISTED

AI is used for tasks as specified by the teacher.

- No new content can be created using AI, and no AI generated content is allowed in the final product.
- Only teacher specified AI Use is allowed in the assignment. Usage beyond this is a violation of academic integrity.

Disclosure: Link(s) to AI Chat(s) may be required with the final submission. Reflection of how AI was used to support work may be required. Be prepared to share links, screenshots, etc. as evidence of all AI chats as defined by the teacher.

AI PARTNERED

- AI is used for specific tasks as specified by the teacher.
- AI generated content may be included in the final product as specified by the teacher.
- Students are required to oversee and evaluate all AI-generated content and are responsible for its accuracy and fairness.

Disclosure: All AI created content may be required to be cited using proper MLA or APA citation with the final submission. Reflection of how AI was used to support work may be required. Be prepared to share links, screenshots, etc. as evidence of all AI chats.

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AI Responsible & Prohibited Use Examples

Level 1: AI Free (Red)

- Responsible (YES):
  - Rashad uses a standard spellcheck tool to correct his rough draft for English class.
  - Sally copies her teacher's provided vocabulary list into Quizlet to generate flashcards.
  - ✓ Automated correction and manual scans are considered "standard" spell check tools.
  - ▬ Intelligence Level Spell Check (tools such as Grammarly) are strictly prohibited.
- Prohibitive (**NO**):
  - Stewart writes an essay and then plugs it into an AI tool to rewrite it for him. This prevents the teacher from assessing Stewart's actual growth as a writer and **violates** Spartanburg School District Four's Acceptable Use Guide. Level One **RED** is defined as **NO** AI assistance in whole or part.

Level 2: AI Assisted (Yellow)

- Responsible (YES):
  - Zakya uses AI to suggest subpoints for her science research topic. She selects three and writes the content herself without copy-pasting AI text.
  - Colby asks AI for an example of a haiku about baseball to understand the format, then writes his own original poem.

  *AI citation required
- Prohibitive (**NO**):
  - Bob asks AI to rewrite a specific sentence for his history essay because he likes the AI's phrasing better, then copies it directly into his paper and **violates** Spartanburg School District Four's Acceptable Use Guide.

Level 3: AI Partnered (Green)

- Responsible (**YES**):
  - Lisa is working on a science research project and uses AI to generate an original illustration for one of her slides, including a formal citation for the AI tool.
- Prohibitive (NO):
  - Elena is working on a group presentation on the Revolutionary War and uses AI to create a speaking character using the voice and image of her teacher without obtaining permission first and **violates** Spartanburg School District Four's Acceptable Use Guide.

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Guidelines for Citing and Disclosing AI Use

Disclosure Statements

Because today's generative AI tools can not actually create content without some level of human participation and guidance, it is generally considered best practice to acknowledge the use or partnership with the AI tool when a formal citation is not required.

Spartanburg School District Four requires students to acknowledge any partnership with MagicSchool AI. If traditional citations are not required for a specific assignment, a disclosure statement must be included in an "AI Credits" section.

Educators should clearly outline the expectations for students in their assignments and provide examples of how to properly cite AI-generated content.

A link to AI chats can be shared on most major LLM platforms. This is a great way for teachers to see a student's learning process and how the student partnered with the AI to complete work.

Example Disclosure Statements

- "Created with editing assistance from MagicSchool AI."
- "I used MagicSchool AI to help me organize my thoughts into a finished product."
- "Image created in partnership with MagicSchool AI. Prompt: [Insert Prompt Used]."

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Informal Citations

If an informal citation is expected, include MagicSchool AI and a link to the generation.

Example Informal Citation:
MagicSchool. https://app.magicschool.ai/tools/[Tool-Name]?share=[Unique-Alpha-Numeric-Code]

Formal Citations

If an formal citation is expected, both MLA and APA provide guidance on their websites for creating citations. Currently most online citation tools do not include AI in the options. You can ask your LLM to create citations, but as with anything else, the user will need to verify that the details and format are correct.

MLA Formal Citation Guidelines
https://bit.ly/ai-mla

APA Formal Citation Guidelines
https://bit.ly/ai-apa-1

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Grading and Providing Feedback with AI

Generative AI tools offer the potential to significantly reduce the administrative burden of grading, a task that traditionally consumes a substantial portion of an educator's time. By streamlining the evaluation of student essays, these tools provide efficiency and logistical advantages. However, it is essential that Spartanburg School District Four educators maintain diligent oversight to ensure a "human-in-the-loop" approach. This human element is vital to guarantee that every student receives a fair, consistent, and personalized assessment of their work.

Educators must adhere to the following directives regarding AI-assisted evaluation:

- **Formative Assessment Only:** AI must only be used to provide feedback on formative tasks. It is strictly forbidden to use AI to assign summative letter or number grades.
- **Humans Must Always Be in the Loop:** Teachers are required to review all AI-generated comments for accuracy and tone before they are shared with students. Human → AI → Human
- **Verify Accuracy:** AI tools frequently "hallucinate" errors (e.g., claiming a correct sentence is grammatically incorrect). Teachers must verify AI evaluations against the original student work.

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Suspected Plagiarism and AI Detectors

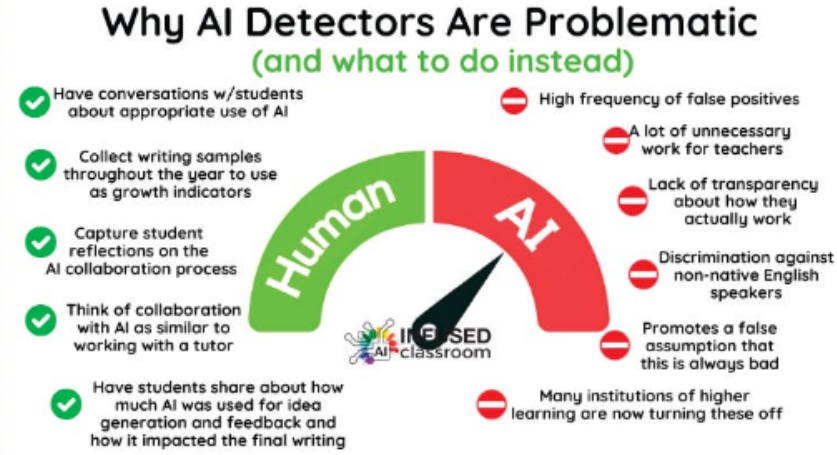


Image credit: Holly Clark of The Infused Classroom

The Problem with Detectors

AI detectors are currently deemed unreliable by the district for the following reasons:

- False Positives: Human-written text is frequently flagged as AI-generated, which can lead to false accusations and damage the student-teacher relationship.
- False Negatives: AI-generated text often passes through detectors unnoticed, providing a false sense of security.
- Inability to Validate Origin: These tools can only estimate probability; they cannot definitively prove the origin of a text.

Alternative Response Strategies

Teachers must use "Human-First" approaches when AI-plagiarism is suspected:

- Non-Accusatory Conversation: Ask the student, "Can you walk me through your writing process and how you developed these specific ideas?"
- Growth Indicators: Compare the suspicious work against writing samples collected in-class throughout the year.
- Evidence of Learning: If integrity is in question, provide the student an opportunity to redo the assignment in a supervised, AI-free environment.

***Students found in violation of Spartanburg School District Four's Acceptable Use Guide may face disciplinary action in accordance with school-level procedures.**

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Protecting Data Privacy

Personally Identifiable Information (PII) must never be entered into any AI platform.
Prohibited Information (What NOT to Share):

- Identity: Names, addresses, phone numbers, SSNs, or birth dates.
- Educational Records: Grades, transcripts, IEPs, or disciplinary records.
- Health Information: Medical records, therapy notes, or allergy information.
- Financial Info: Family income or bank details.
- Photos or Videos: Images or recordings of students.
- Communication: Personal logs, emails, or student-teacher messages.

Best Practices for Anonymizing Data*

1. Remove PII: Exclude all identifiers from prompts entirely.
2. Generalize Information: Describe educational needs (e.g., "a student struggling with phonics") rather than specific student details.
3. Use Hypothetical Scenarios: Create "mirror" scenarios that reflect a student's educational context without revealing their identity.

Privacy Protocol: Minimal Disclosure
Even with strict safeguards, data fragments can sometimes be reassembled to identify an individual. To mitigate this risk, adhere to the principle of **data minimization**. Share only the essential information required for context and support; protecting privacy is most effective when you limit the details provided.

- Employees are required to complete annual training regarding FERPA (Family Educational Rights and Privacy Act).
- Questions regarding PII or FERPA should be directed to school adminstration.

*Examples from Eric Curts of Control Alt Achieve
https://www.controlaltachieve.com/2024/03/ai-tools-and-student-data-privacy.html

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MagicSchool Guidelines

- Spartanburg School District Four's adopted AI platform for students is MagicSchool **ONLY**. Other platforms utilized by students are in direct violation of Spartanburg School District Four's Acceptable Use Guide.
- Age Restrictions: MagicSchool, an AI platform built for K-12, allows users of any age. Student users are added to the platform and supervised by their teacher.
- COPPA Compliance: MagicSchool AI and other tools must be used in accordance with the Children's Online Privacy Protection Act. Use for students under 13 requires strictly district-approved, "built-for-education" models.
- Content Appropriateness: MagicSchool utilizes built-in AI moderation and custom safety features which are continously refined.
- AI Literacy: Before any student is permitted to use MagicSchool AI, students will receive annual instruction on AI literacy (including but not limited to fact-checking, formal/informal citations, and data privacy protections) to understand the technology's limitations, ethical implications, and Spartanburg School District Four's policies.

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Spartanburg School District Four Generative AI Guidelines Acknowledgements

Spartanburg School District Four's Generative AI Guidelines, developed through committee review in 2026, is considered a living document and will be updated as needed to reflect the evolving landscape of technology in education. This document is available online at www.spartanburg4.org (District and Schools) under Resources. This document is an adaption of:

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