

# Orange Unified School District Artificial Intelligence Guidelines

<https://bit.ly/AIOrangeUSDfinal>

<b>Introduction</b>	<b>0</b>
<b>Purpose</b>	<b>1</b>
Goals	1
Benefits	1
Survey Results	2
<b>Privacy and Reliability in AI Usage</b>	<b>2</b>
Protection of Personal Identifying Information	2
Managing Information Reliability	3
Human Oversight	3
Addressing Copyright Concerns	4
<b>Approving AI Applications &amp; Approval Processes</b>	<b>4</b>
Adopted Software	5
Adoption Process	5
<b>Educational Responsible AI Use</b>	<b>5</b>
Lesson Design	6
Critical Analysis	6
Instruction	7
Remember	7
Technology Use	7
<b>Stakeholders</b>	<b>8</b>
<b>Terminology</b>	<b>8</b>
<b>Resources</b>	<b>10</b>

---

## Introduction

At Orange USD, our commitment to fostering student-centered learning environments is a core value of the district. By embracing Artificial Intelligence (AI), we aim to align our educational practices with the district's vision of preparing every student to be an empowered leader of tomorrow. AI tools enhance our ability to deliver personalized learning experiences, providing diverse opportunities that cater to each student's unique needs and aspirations. Our dedication to the [national technology standards](https://iste.org/standards) (https://iste.org/standards) and our [district graduate](#)

[profile within the district strategic plan](#) drive this approach. The introduction of AI in our schools supports the development of critical skills identified in our graduate profile, such as becoming a Resilient and Self-Directed Problem Solver, a Confident and Respectful Communicator, a Socially Responsible and Civically Minded Citizen, a Collaborative and Reflective Innovator, a Well-Informed and Inquisitive Critical Thinker, and a Compassionate and Ethical Leader. As Orange USD continues to prioritize access and equity, the thoughtful integration of AI technology is an important part of our district strategy to boost academic achievement and equip our students with the skills necessary to excel in an increasingly digital world.

---

## Purpose

This document provides clear guidelines for the ethical, effective, and equitable use of AI technologies in the Orange Unified School District. It has been developed in response to a district-wide survey on AI's impact on education.

## Goals

- Outline the AI Adoption Process: Explain how AI software and these guidelines are evaluated and approved for use in the district.
- Provide Instructional Guidelines: Offer guidance on how to effectively and responsibly use AI tools in teaching and learning.
- Address Privacy and Ethical Concerns: Ensure the protection of student data and maintain academic integrity.

## Benefits

These guidelines will support teachers in using AI effectively, ensure student data privacy, and maintain educational integrity. They will also inform parents and community members about the district's approach to AI in education. By following these guidelines, we can create a safe and responsible learning environment where AI enhances educational experiences for all students.

## Survey Results

The need for clear AI Guidelines in Orange USD was highlighted by a recent district-wide survey. This survey, which focused on AI understanding, use, benefits, and challenges, revealed both

the potential of AI to enhance education and the need for careful management to address potential issues. The survey results informed the development of these guidelines to ensure responsible and effective AI use in our schools.

This survey was sent out to all Certificated and Classified staff, including Administrators. All employees were encouraged to fill out the survey, which can be found at this link - [https://bit.ly/OrangeUSD\\_AI](https://bit.ly/OrangeUSD_AI) . It was open from April 3, 2024 to April 22, 2024. 149 people responded to the survey.

---

## Privacy and Reliability in AI Usage

Addressing privacy and reliability concerns is crucial as Orange USD continues to integrate Artificial Intelligence (AI) technologies within its educational framework. The district's survey data highlights several key areas that must be considered in the AI Guidelines document to ensure the ethical use and effective implementation of AI tools.

### Protection of Personal Identifying Information

AI applications must be structured to safeguard personal identifying information, ensuring that no sensitive student or staff data is compromised. At this time, most educational institutions in the state of California utilize the Data Privacy Agreement documents originating from the California Student Data Privacy Alliance (<https://www.cite.org/stuprivacy>). This agreement states that data is owned and controlled by the educational institution and must be returned or erased when the agreement is terminated. This aligns with national privacy standards and district policies prioritizing personal information confidentiality and security. AI systems should be configured to anonymize data wherever possible, reducing the risk of unintended disclosure. At this time since most AI systems do not anonymize the data, it will be reliant upon the individual user to make sure personally identifiable information is not shared on any system unless a privacy agreement is signed to hold parties accountable. Personally identifiable data can include pictures, student ids, addresses, etc. This information should not be shared with a company or person unless they agree in writing to the terms within the California Data Privacy Agreement that Orange USD follows in conjunction with the California Student Privacy Alliance (CSPA). [https://sdpc.a4l.org/view\\_alliance.php?state=CA](https://sdpc.a4l.org/view_alliance.php?state=CA) At this time district employees should not be using non-district approved AI applications for instruction in the classroom unless it has been put on the district-approved list showing that there is a privacy agreement in place. This list is housed in the district website at [Educational Technology - Orange Unified School District](https://www.orangeusd.org/edtech) (<https://www.orangeusd.org/edtech>), click on site resources.

## Managing Information Reliability

The phenomenon of AI "hallucinations", instances where AI generates incorrect or misleading information, is a significant concern highlighted in the survey. These inaccuracies can impact the dependability of AI-generated content, potentially leading to misinformation. To combat this, our guidelines must mandate regular accuracy checks and validation of AI outputs against trusted sources. The district uses the following resources to help teach information about media literacy:

- aiEDU Snapshots
  - 180 Classroom warmups built to spark debate, ignite curiosity, and build community.
  - <https://www.aiedu.org/ai-snapshots>
- AI Literacy Lessons
  - Quick, grab-and-go lessons to help your students think critically about AI and its impact.
  - <https://www.common sense.org/education/collections/ai-literacy-lessons-for-grades-6-12>
  - Media Literacy Lesson Resources
  - <https://www.common sense.org/education/news-media-literacy-resource-center>
- Nearpod Lessons
  - Nearpod blog on media literacy and media analysis.
  - <https://nearpod.com/blog/media-literacy-fake-news/>

The following processes have been put in place to help continue teaching how to manage the reliability of AI-generated materials:

- Creation of this document supporting a teachers' decisions on when and how AI can be used instructionally.
- Development of a three-part professional development on the introduction of AI and incorporating AI into lesson development and instruction.
- AI awareness lessons are offered yearly to increase students' awareness of how AI impacts their lives.

## Human Oversight

Ensuring there is always a "human in the loop" is critical. AI tools should be used to augment, not replace, human judgment and oversight. Educators and administrators must be actively involved in reviewing and verifying AI-generated materials and decisions, particularly in contexts where the AI's output has significant implications for student learning or administrative decisions. AI should not be the sole source of evaluating an individual's work.

Monitoring will be done through district department meetings, feedback at trainings, and conversations at the Educational Technology Advisory Committee (ETAC) to make sure that humans are kept in the loop when incorporating these tools into the instructional process.

## Addressing Copyright Concerns

With AI's ability to generate content, there is an inherent risk of unintentional copyright infringement, which could involve the unauthorized use of copyrighted materials in educational content. At the time of this writing the AI community and developers have created their tools so they do not violate copyright. Laws will change as well as the need to update tools and guidelines to address these concerns. As the district recommends tools for usage it will keep in mind that copyright infringement will need to be evaluated. If AI tools are violating copyright laws then they will not be recommended for usage. Examples of tools that currently adhere to copyright are Adobe Express and ChatGPT. Our guidelines do not replace the board policy based on supporting copyright laws. BP 6162.6 lays out the district's stance on using copyrighted materials. Ensuring compliance with copyright laws and protecting the district from legal complications. This policy document can be found at [https://bit.ly/OrangeUSDBP\\_Copyright](https://bit.ly/OrangeUSDBP_Copyright).

By addressing these key areas in our AI Guidelines, Orange USD will not only uphold its commitment to privacy and reliability but also enhance the overall trustworthiness and efficacy of AI applications within our schools. This also leads to students understanding how to identify and combat misinformation while encouraging civic responsibility. This proactive approach will help ensure that AI tools are used responsibly, maintaining the integrity of our educational practices and safeguarding our community's trust.

---

## Approving AI Applications & Approval Processes

In Orange USD, the integration of AI applications into our educational practices is governed by a vetted list of approved software. All software used by the district will follow local, state, and federal laws around privacy and age restrictions. This process is explained below. According to a recent district-wide survey, many tools stand out as top applications currently utilized by teachers. These specific privacy and approval guidelines reflect the district's commitment to ethical AI usage, considering both effective and safe student usage.

### Adopted Software

As technology evolves, so does the need for updating our list of approved applications. To manage this, Orange USD maintains an ongoing process for application approval. Educators and staff are encouraged to submit any new software they believe can enhance educational outcomes using an existing form designed for this purpose. Department-specific requests for additions to the guidelines can also be made through a designated form, ensuring that all software meets district standards before implementation. This process can be found at the following document - <https://bit.ly/ApprovalOUSD>. A list of approved applications can be found

at the following online location:

- <https://www.orangeusd.org/departments/educational-services/educational-technology/site-resources>
- <https://www.orangeusd.org/edtech>, click on site resources

## Adoption Process

For a tool to be adopted for use with students, the district software process is followed. For steps please visit <https://bit.ly/ApprovalOUSD>. This process is used for software, extensions, and applications. Use the steps in this document to get any software for your district or site approved for use and purchase.

## District Policy on AI Tools

To reduce administrative burden and ensure data security, OrangeUSD supports Integrated AI over Standalone AI. We prioritize tools like Google Gemini that are natively built into our existing learning platforms. The purchase of individual subscriptions for standalone AI tools (e.g., ChatGPT, Claude) is evaluated on an individual basis due to data privacy risks and lack of integration. Staff are encouraged to use the district-provided, FERPA-compliant AI tools available in their portal.

---

## Educational Responsible AI Use

In Orange USD, the appropriate use of Artificial Intelligence (AI) in education is pivotal to enhancing learning experiences while maintaining academic integrity. As detailed in our survey analysis, AI applications offer diverse benefits across various roles within our district, provided they are used with a clear understanding and intent. To this end, educating our educators and students on how to effectively prompt and interact with AI is essential. By focusing on constructive guidelines—highlighting actionable 'do's' rather than merely outlining 'don'ts'—we empower our staff and students to harness AI as a supportive tool rather than a substitute for learning.

## Lesson Design

For teachers, this includes facilitating discussions on designing 'good assignments' that leverage AI to aid, not replace, the learning process. This might mean transforming straightforward tasks like "Write an essay about..." to more complex assignments that require critical thinking and creativity, where AI can assist in research and ideation rather than producing a complete work. This guideline references BP 5131.9 Academic Integrity as the rules students and teachers should follow to build solid achievement. This policy can be found at

[https://bit.ly/OrangeUSD Acad\\_Integrity](https://bit.ly/OrangeUSD Acad_Integrity).

### **Examples**

These examples are to provide ideas on how AI has been seen and used in the classroom. These are to be used as approval to what you will be doing in the classroom.

- Story Analysis
  - AI is set up as a character in the book. Students then pose questions to the system and determine if it is correct or incorrect in its answers.
- Debates
  - AI is told to take the side of an argument. The students then pose their side of the argument to debate.
- Personalized Instruction
  - AI is given areas of deficiency in a student's learning. It then provides opportunities for students to ask questions and get answers based on their level of understanding.

## Critical Analysis

Furthermore, it is crucial that all users understand the sources from which AI tools draw their data, helping them evaluate the reliability and relevance of AI-generated content. Critical thinking exercises and training sessions can equip students with the skills needed to scrutinize AI responses and integrate them intelligently with their existing knowledge and learning objectives. By embedding these practices into our educational strategy, Orange USD aims to foster a culture where AI is used responsibly and effectively, enhancing educational outcomes while cultivating a savvy, ethically aware student body. If teachers would like to cite AI directly they can reference the following for support:

- MLA style <https://style.mla.org/citing-generative-ai/>.
- APA style <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
- Citing Suggestions - <https://www.grammarly.com/blog/citations/ai-citations-apa/>

## Instruction

A model for implementing AI in the classroom will start with the teacher designing lessons that engage students in the critical thinking process. Questioning is a core aspect of making AI an invaluable tool to differentiate learning within a classroom. Teachers can then implement a structure of Red Light, Yellow Light, and Green Light with the use of AI on any assignment or lesson. Red Light means that AI cannot be used at all, Yellow Light means that you will need to check with the instructor first, and Green Light means you can use it as long as it follows all academic integrity and district privacy guidelines. A teacher's AI expectations should be placed in their syllabus or class letters. An example can be found here <https://bit.ly/AllTrExp>.

## Remember

- Do Ensure Data Privacy and Security.
- Do Use AI to Personalize Learning.
- Do Integrate AI with Human Oversight: Do Continuously Monitor and Evaluate AI Systems.
- Don't Rely Solely on AI for Student Assessment.
- Don't Ignore Ethical Considerations.
- Don't Use AI to Replace Human Interaction.
- Don't Overlook the Importance of Digital Literacy.

## Technology Use

Orange USD has created a section within the Parent-Pupil Handbook addressing the use of the District's electronic networks. That portion of the handbook is a user agreement that is currently in effect. Students and parents need to read it in its entirety. The terms and conditions of that agreement are clearly stated at the end of the section. The District provides open access to local, national, and international sources of information and collaboration vital to intellectual inquiry in a democracy. In defining the Internet's resources as an extension of the library, this network subscribes to the Library Bill of Rights, which states, that "A person's right to use a library should not be denied or abridged because of origin, age, background or views." The understanding from the district is that AI is a part of the system that staff and students should have access to as long as it is used within the guidelines of the Parent-Pupil Handbook. Any violation is then addressed based on the requirements of the handbook. The latest version can be found at

<https://www.orangeusd.org/departments/educational-services/student-community-services/handbook>.

It is important to remember that as you develop lessons, personally use, and incorporate AI in any fashion, it is an evolving technology. This means that your lessons and the way students use the tools will change, meaning you will not get it right the first time. AI can become an invaluable part of your team if you learn its limitations and benefits. Make sure you learn from each process and grow with the experiences.

---

## Stakeholders

As outlined in our "AI in Orange USD - Survey Analysis," Orange USD is committed to ensuring that the integration of AI tools aligns with the expectations and needs of all district

stakeholders—certificated staff, classified staff, students, administrators, and parents. To this end, we actively seek and value input from all these groups to create guidelines that are both equitable and effective.

Orange USD understands that parents play a critical role in the educational landscape, not only as advocates for their children but also as partners in learning. Therefore, they are encouraged to contribute their perspectives and insights, which are crucial in shaping our AI usage policies. To facilitate this, the district will be organizing informational sessions and workshops that aim to educate parents on the AI tools being used, the benefits of these technologies, and the guidelines governing their use. These sessions will also serve as platforms for parents to voice their concerns and suggestions.

If there are specific issues or if adjustments to the AI guidelines are necessary to better meet the needs of our community, all stakeholders are encouraged, including parents, to start with their school site teacher, administrator, and directly to the district office. This open line of communication ensures that our guidelines remain dynamic and responsive to the evolving educational environment and the needs of our community.

By working together and maintaining open channels of communication, it is ensured that the use of AI in Orange USD enriches educational practices while adhering to the highest standards of safety, privacy, and effectiveness.

---

## Terminology

The following information is used as a reference to common terms that may be used within this document and when discussing Artificial Intelligence. These are only for reference purposes.

1. Artificial Intelligence (AI)
  - a. Definition: AI refers to machines or computer systems that mimic human intelligence, like understanding language or recognizing patterns.
  - b. Example: An AI tool that helps students practice writing by analyzing their written work and providing instant feedback.
2. Machine Learning (ML)
  - a. Definition: A type of AI where computers learn from data and improve over time without being explicitly programmed for each task.
  - b. Example: An online math platform that adapts the difficulty of questions based on a student's performance.
3. Data Privacy

- a. Definition: The protection of personal information collected by digital tools and platforms to ensure it is not shared without permission.
  - b. Example: The district requires AI applications to anonymize student data, ensuring it is secure and not accessible to unauthorized individuals.
4. Human Oversight
  - a. Definition: Ensuring that educators or administrators are actively involved in reviewing and validating AI-generated information to maintain accuracy and integrity.
  - b. Example: Teachers verify the accuracy of AI-generated assessments to ensure they align with the district's educational standards before using them for grading.
5. Ethics in AI
  - a. Definition: Guidelines that ensure the responsible use of AI, emphasizing fairness, transparency, and privacy protection.
  - b. Example: The district's AI policy requires that any AI tool used in the classroom must respect student privacy and support unbiased learning experiences.
6. Personalized Learning
  - a. Definition: AI technology that adapts educational content to meet the unique needs and pace of each student.
  - b. Example: An AI-driven reading program that adjusts text complexity based on a student's reading level and performance.
7. Information Reliability
  - a. Definition: The accuracy and dependability of AI-generated information, addressing concerns like AI "hallucinations" where incorrect or misleading information is provided.
  - b. Example: AI systems in classrooms are monitored by humans and their outputs cross-referenced with trusted sources to ensure that information remains accurate and reliable.
8. Bias in AI
  - a. Definition: When AI systems produce unfair or discriminatory outcomes due to biased data or programming.
  - b. Example: An AI system used for grading is regularly tested and adjusted by humans to ensure it assesses students fairly, regardless of background.
9. Generative AI
  - a. Definition: AI that creates new content like text, images, or audio based on patterns it learned from existing data.
  - b. Example: An AI tool that helps students brainstorm ideas by generating story outlines based on their input.
10. Predictive AI
  - a. Definition: AI that uses data to predict future outcomes, such as attendance trends or student performance.
  - b. Example: A system that predicts which students may need additional support based on their attendance and grade patterns, allowing educators to intervene early.
11. Natural Language Processing (NLP)

- a. Definition: AI technology that enables computers to understand and respond to human language.
  - b. Example: A classroom tool that helps students improve their language skills by providing real-time feedback as they read or write.
12. Digital Footprint
- a. Definition: The trail of data a person leaves when interacting with digital services, including AI tools.
  - b. Example: Students learn about managing their digital footprint by understanding the information AI systems collect when they use educational apps.
13. Critical Analysis
- a. Definition: Evaluating AI-generated information critically to assess its reliability and relevance.
  - b. Example: Teachers encourage students to question the sources and accuracy of AI-provided data when conducting research projects.
14. Copyright Concerns in AI
- a. Definition: The risk of AI-generated content unintentionally violating copyright laws by using unauthorized materials.
  - b. Example: AI tools recommended by the district, like Adobe Express, follow copyright laws, ensuring they generate content within legal boundaries.
- 

## Resources

- Parent Permission Current documents and approved application processes
  - Parental Form Template - <https://bit.ly/OrangeUSDClassroomSoftware>
  - Supplemental Approved Software - <http://orangeusd.org/edtech>
- Privacy Agreements Model - <https://www.cite.org/stuprivacy>
- Copyright/Media Literacy - <https://www.commonsense.org/education/digital-citizenship/curriculum?topic=news--media-literacy>
- AI Lessons
  - Secondary - <https://www.aiedu.org/aitoolkits>
  - Secondary - <https://raise.mit.edu/daily/>
  - Secondary - <https://www.commonsense.org/education/collections/ai-literacy-lessons-for-grades-6-12>
  - Elementary <https://www.commonsense.org/education/lists/lessons-and-tools-for-teaching-about-artificial-intelligence>

- Elementary - <https://sites.google.com/view/2024airshow/resources>
- Elementary - <https://www.aiforteachers.org/lesson-plans-2>
- Day of AI K-12 - <https://dayofai.org/curriculum/>
- [Teacher Guideline Flier](#)

# AI Tools and Student Privacy:

## Quick Guide for Teachers

This guide serves as a concise reference for teachers in Orange USD to navigate the use of AI tools responsibly while protecting student privacy. It highlights key considerations for selecting and utilizing AI platforms in educational settings, ensuring compliance with both district guidelines and legal privacy standards. Built from Google's [Responsibility Checklist](#)

### 1. Consult School Policies

- Check your district's vetted AI tools.
- Always follow school and district guidelines for approved AI usage.

### 2. Verify AI Tool Safety

- Preferred tools are reviewed by organizations like Common Sense Media and iKeepSafe.
- Ensure tools comply with FERPA and other privacy laws.

### 3. Understand Privacy Policies

- Read and understand the privacy terms of each AI platform.
- Be cautious of platforms that make vague statements about data retention and sharing.

### 4. Choose Reputable Providers

- Opt for established AI platforms from companies like OpenAI, Google, and Meta.

### 5. Avoid Risky Practices

- Don't use AI tools that require extensive personal data from students.
- Be wary of tools not specifically designed for educational purposes.

### Need Assistance?

- Contact your school's TSS or District EdTech department for guidance. X4357 or [help@orangeusd.org](mailto:help@orangeusd.org)