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Clarenceville AI Guidance

Created by:

Clarenceville's AI Task Force



Generative AI: Guidance for Clarenceville School District

Navigation

Please use the [Document Tabs](#) on the left side panel to navigate through the various sections of this guidance.

This document was last updated Aug 5, 2026.

This document is reviewed regularly and updated as needed to reflect changes in AI technology, educational practice, and district guidance.

To leave feedback for our Taskforce to consider, Please complete the [Guidance Feedback Form](#). This will be reviewed monthly by the team.

Guiding Principles

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Guiding Principles

We Believe...

The mission of the Clarenceville School District is to become a learning culture where “all means all.” We envision empowering students, staff, and the Clarenceville community to embrace the challenges of the 21st century. This guidance document outlines how Clarenceville views generative Artificial Intelligence (AI) as a tool to foster innovation, ethical reasoning, critical thinking, creativity, and original problem-solving. Our commitment is to ensure that all AI usage aligns with district values, prioritizes data privacy, promotes digital literacy, and supports human-centered decision-making.

Guided by our strategic plan, this document supports:

- Effective and equitable instruction by promoting access to AI tools for all learners.
- Student and staff well-being by encouraging mindful, thoughtful use of AI that supports, rather than overwhelms, while also building digital literacy skills.
- Community partnerships by collaborating with families and stakeholders to integrate AI in ways that reflect our shared commitment to all students’ learning and preparedness for the future.
- Ongoing professional learning by empowering educators with the tools and training needed to reflect, adapt, and promote responsible AI literacy.

Because learning is a lifelong process and change is inevitable, this document is intended to evolve—providing a foundation of Clarenceville’s shared expectations and values while remaining responsive to new opportunities and challenges. Accordingly, this guidance will be reviewed annually and modified as necessary to address changing needs and circumstances.

About Artificial Intelligence

About Artificial Intelligence

What is AI?

Artificial Intelligence is a general term that is applied to functions carried out by machines that are commonly associated with human intelligence. If you've ever had Netflix recommend something to watch, asked for directions in Google Maps, or taken a predictive text recommendation in your messages or documents, you've already used AI.

What is Generative AI?

The recent advances in Artificial Intelligence center on Generative AI, in which large language models have been developed to create text, images, music, video, code, and more that were previously only created by human intelligence. Some examples of Generative AI models include Google's Gemini, OpenAI's ChatGPT, and Microsoft's CoPilot. These tools all require human prompting in order to produce output based on these prompts.

Many tech tools and websites have been incorporating generative AI functionality by supporting users through the prompting process by giving users dropdown menus or prompting support. These are commonly referred to as "AI wrappers." You may be familiar with these from platforms such as MagicSchool.AI or the Magic Tools in Canva.

Keywords and Terminology

- **AI Bias:** Systematic errors in AI systems that result in unfair representation or treatment of or discrimination against certain groups.
- **Algorithm:** A step-by-step set of instructions or rules followed to solve a problem or perform a task.
- **Artificial Intelligence (AI):** Technology that enables computers to mimic human intelligence, such as learning, reasoning, content creation and problem-solving.
- **Chatbot:** A computer program designed to simulate conversation with human users, especially over the internet.
- **Deep Learning:** A subset of machine learning that uses neural networks with many layers to learn patterns from large amounts of data.
- **Ethical AI:** Considerations and guidelines for the responsible development and use of AI systems to ensure fairness, transparency, and accountability.

- **Hallucinations:** When an AI system generates information that sounds plausible but is false, inaccurate, or entirely fabricated. These errors can occur because the AI is predicting likely responses based on patterns in data, not verifying facts.
- **Machine Learning:** A type of AI that allows computers to learn from specific data sets and improve over time without being explicitly programmed.**Neural Network:** A computer system modeled after the human brain, consisting of interconnected nodes (neurons) that process information.
- **Natural Language Processing (NLP):** The ability of computers to understand, interpret, and generate human language.
- **Personally Identifiable Information (PII):** Sensitive information that can identify an individual, such as names, student ID numbers, assessment scores, grades, or contact information.
- **Training Data:** Data used to teach a machine learning model to recognize patterns and make predictions.

Practices for Educators

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Practices for Educators

See the [!\[\]\(d219eb33a83c47f5c6c63c27bbe267cb_img.jpg\) AI Teacher Toolkit](#) for more resources

AI has the potential to transform teaching and learning by saving educators time, providing timely feedback, supporting creative thinking, and personalizing instruction, but its use must be mindful and responsible to address challenges, uphold ethical standards, and foster equity, ensuring it truly supports deeper learning, differentiation, and engagement. To support thoughtful and responsible integration of AI in teaching and learning, consider the following:

Set Clear Expectations

Clearly communicate with students when and how AI can or cannot be used. Model responsible, transparent, and critical use of AI in your own practice.

Purposeful Planning

Before incorporating AI, evaluate if, when, and how AI tools align with instructional goals and student needs. Ensure AI usage supports learning objectives and upholds academic integrity.

Ethical Considerations

Be mindful that AI tools may produce inaccurate or misleading content. For instance, AI chatbots can generate confident-sounding but incorrect or outdated information—a phenomenon known as hallucination. Additionally, AI outputs may reflect biases, including non-inclusive language, stereotypical imagery, or culturally skewed content. Use professional judgment to guide appropriate use.

Responsible and Secure Use

Support the safe and ethical use of AI by supervising student interactions and ensuring that no personally identifiable information (PII) is entered into AI tools. Adhere to district privacy policies as well as federal and state regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). Provide ongoing guidance to help students understand and navigate AI tools responsibly, with an emphasis on data privacy, digital citizenship, and ethical use.

Advocate and Participate

Educators play a vital role in shaping how AI is used in schools. This includes sharing feedback, requesting resources, and contributing to district conversations. Educators should also engage in professional development opportunities to build confidence and skill in using AI responsibly and effectively for student learning.

Accessibility of AI

Recognize that access to AI tools may vary among students. Strive to create an inclusive classroom environment where all learners are supported and empowered to use AI meaningfully, ensuring equitable opportunities for participation, learning, and skill development for all.

Practices for Students

Practices for Students

Use AI as a Learning Tool

Following district and classroom guidelines, use AI to brainstorm, clarify ideas, get feedback, or enhance the learning process. AI is a support—not a replacement—of your human voice, thinking, and growth.

Protect Your Privacy

Never share personal or sensitive information—such as your name, address, student ID, or login credentials—when interacting with AI. If you have personal, ethical, or privacy concerns, you may choose to opt out of using AI tools, as long as this decision is made with your teacher and aligns with classroom expectations. Students or families should communicate their decision to opt out when the assignment is introduced so that an alternative activity can be provided to meet the same learning goals.

Think Critically and Check for Accuracy

AI tools can be helpful, but they're not always accurate. Always review AI-generated material, double-check facts, and make sure your final work reflects your own understanding. AI can offer ideas and suggestions, but your thinking should lead the way.

Be Transparent About Use

Following district and classroom guidelines, always be open about how you used AI in your work. Share your process honestly and follow the disclosure steps on the AI Usage Scale to show integrity in your learning.

AI Usage Scale

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AI Usage Scale

Our goal is for all students to use AI tools in ways that are effective, appropriate, responsible, and ethical. Students are expected to follow teacher guidance for each assignment, using the Generative AI Usage Scale as a shared reference. Teachers are encouraged to clearly identify the type of AI use allowed when introducing assignments and to collaborate with students to establish expectations.

The AI Usage Scale provides a common language for defining appropriate use and supports a range of AI involvement across a course. Teachers should intentionally design assignments with AI tools in mind, emphasizing the learning process over the final product. When AI is used for tasks such as brainstorming or planning, students may be asked to document their use (e.g., saving chat transcripts). Teachers are also encouraged to model acceptable AI use so students can learn how to engage with these tools thoughtfully and responsibly.

**Secondary
AI Usage Scale**

**Elementary
AI Usage Scale**

Misuse of AI

Misuse of AI

Defining Misuse of AI

Misuse of AI includes, but is not limited to:

- Plagiarism/Cheating ([defined in student handbook](#))
- Overreliance (allowing AI-generated content to overshadow personal ideas or original work)
- Bullying/harassment
- Using AI to generate inappropriate or harmful content
- Utilizing AI tools that do not comply with student data privacy laws and policy
- Noncompliance with existing school and district policies

Suggestions for Proactively Preventing Misuse

- Include information in your syllabus and on each assignment as to when and how much AI use is permitted.
- Use strategies that emphasize process over product:
 - Embedding formative assessment throughout an assignment (i.e, a tool like Revision History) to get a deeper sense of students' understanding over time.
 - Build in scaffolding that requires multiple submissions throughout the course of an assignment (i.e, outline, rough draft, final draft).
- Adapt existing assignments to be more "AI-aware"
 - You may include reflection journals, and debates, or require specific references to current events that might be difficult for AI to generate.
 - Enter your assignment prompt into a generative AI tool to see sample responses and use the responses to adapt the complexity of the assignment.

Identifying Suspected Misuse

Do not use AI detectors to identify AI-generated work, as they are unreliable and risk undermining trust by falsely accusing students of academic dishonesty. In order to identify misuse, use the following identifiers:

Student Work Samples

Use student work samples over time to compare submitted work. Note if there are significant changes or sudden jumps in quality. Teachers may notice inconsistent or atypical writing styles from one assignment to another.

Inaccurate or Fabricated Information

Be mindful of AI “hallucinations” in which generative AI tools create realistic-sounding information that is not accurate. If references appear legitimate but cannot be found through reputable databases or search methods, they may be AI-generated fabrications.

Inconsistent Mastery or Misunderstanding of Basic Concepts

A red flag for improper AI use is when a submission demonstrates advanced vocabulary or polished writing but contains fundamental errors in course concepts.

Lack of Personal Perspective or Course-Specific Detail

Teachers may notice work that omits references to class discussions, assigned texts, or personal reasoning may indicate overreliance on AI tools.

Handling Suspected Misuse of AI

Begin with a Conversation, Not an Accusation

Dialogue is one of the most effective, fair, and ethical ways to understand discrepancies. Ask open-ended questions about the student’s process, sources, and reasoning. Teachers who are suspicious of misuse should create space for clarification and learning rather than solely for punishment; emphasizing transparency and AI literacy helps prevent misuse before it occurs.

- Ask students to explain their thinking, process, and choices in their own words.
- Use curiosity-based questions (“How did you come up with this?”) to assess understanding.
- Frame the discussion as a learning opportunity about appropriate [AI Usage](#) and academic integrity.

Works Cited and Disclosures

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Gemini. (2024). *Google* (April 2024 version) [Large language model].

<https://gemini.google.com/>

OpenAI. (2024). *ChatGPT* (Apr 2024 version) [Large language model].

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Oakland Schools GenAI Taskforce. [Generative AI: Sample Guidance for Schools](#). Retrieved June 5, 2024.

AI Use Disclosure

AI tools such as ChatGPT and Gemini were used to outline and generate content in some instances during the creation of this document. All AI-generated material was reviewed, analyzed, and revised by human authors to ensure accuracy, clarity, and alignment with district expectations.