CASWELL COUNTY SCHOOLS

Artificial Intelligence (AI) Guidelines

Responsible Use of Generative AI for Students, Teachers, and Staff

Established School Year 2024–2025

Aligned with the CCS Technology Responsible Use Policy (Policy Code 3225/4312/7320) and the NC Generative AI Implementation Recommendations for PK-13 Public Schools

Empower • Engage • Excel

Table of Contents

I. Supporting Information: Integrating Generative AI Responsibly 3

II. Key Principles for GenAI Integration in CCS 4

III. Building a Responsible AI Framework and Empowering Educators and Students 6

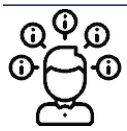
Key Components of the AI Framework 6

IV. Recommendations for Students 8

V. Recommendations for Teachers and Staff 10

VI. Compliance with the Technology Responsible Use Policy 12

Select any title above to jump directly to that section.



I Supporting Information: Integrating Generative AI Responsibly

Generative AI tools offer significant opportunities to enhance learning, productivity, and creativity within Caswell County Schools (CCS). These tools can generate new content such as text, images, audio, video, and code based on user prompts. However, responsible implementation is crucial to ensure ethical use, equity, data privacy, and academic integrity. These guidelines are a living document that will evolve as AI technology and its educational applications advance.

CCS recognizes that AI literacy is essential for preparing students for future success in an AI-driven world. These guidelines aim to foster an educational environment where AI is used to enhance cognitive lift and meaningful learning, not replace it. The focus is on supporting productive struggle and maintaining the essential cognitive work that drives learning.

These guidelines are aligned with the Caswell County Schools Technology Responsible Use Policy (Policy Code: 3225/4312/7320) and the North Carolina *Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools*.

> **Our Commitment: All use of AI must be ethical, respectful, academically honest, and supportive of student learning.**

II Key Principles for GenAI Integration in CCS

The following principles guide every use of generative AI (GenAI) across Caswell County Schools.

- **Enhance, Not Replace:** AI tools should enhance, not replace, proven instructional practices and students' cognitive engagement.
- **Support Productive Struggle:** AI should support, not circumvent, productive struggle for students.
- **Developmental Appropriateness:** AI usage should align with students' developmental readiness and learning goals (see grade-level considerations below).

Elementary Considerations	Middle and High School Considerations
• **Elementary teachers should primarily use generative AI for their own workflows**, as there is limited evidence of positive learning impacts from direct student interaction. • Direct student use at this level carries a higher risk of exposure to inappropriate content. • If used, direct student engagement must be closely monitored with adult guidance.	• Examples that assume direct student use are designed for middle and high school students. • **Parental permission is required** for student use of generative AI.

- **Augment Educator Expertise:** GenAI should augment educators' pedagogical expertise, content knowledge, and understanding of students.
- **Focus on Learning:** Move away from activity- and technology-driven tasks, and instead focus on student learning outcomes.
- **Equity and Inclusivity:** AI tools and initiatives should support equitable access and outcomes for all learners, including accessibility for students with disabilities and language support.

- **Privacy and Data Protection:** Adhere to local, state, and federal policies and laws (FERPA, COPPA, CIPA) to ensure the security and privacy of student and employee data. **Personally Identifiable Information (PII) should never be entered into generative AI tools.**
- **Ethical and Responsible Use:** Employ AI in ways that uphold human rights, individual autonomy, and dignity, ensuring safe, responsible, and ethical practices, including the prevention of plagiarism and the proper attribution of AI-generated content.
- **Human-Centered:** Emphasize the crucial role of individuals in guiding decision-making processes; AI should enhance human judgment, not replace it.
- **Transparency and Accountability:** Be transparent with students about the use of GenAI tools, explaining how they work and their role in the learning process. Educators should be explicit about when and if students can use AI, aligning with the NCDPI AI Assessment Scale.



III Building a Responsible AI Framework and Empowering Educators and Students

Caswell County Schools is committed to fostering responsible and ethical AI use to enhance teaching and learning. Through strategic investments in professional development, curriculum support, and community engagement, CCS aims to equip educators and students with the knowledge and skills needed to navigate an AI-driven world. This comprehensive framework ensures AI integration is intentional, ethical, and beneficial for all stakeholders.

Key Components of the AI Framework

1. Teacher Training and Support

CCS will provide professional development opportunities to help educators integrate AI into their instructional practices. This includes:

- **AI literacy training** through structured professional development courses, such as Gemini: Advancing Education with AI and Artificial Intelligence: An Essential Guide for Educators.
- **Strategies for using generative AI** to enhance classroom instruction and student engagement, such as Magic School (AI Resources for Teachers) and Managing AI in Schools: Natural Misuse.
- **Ongoing support** to help educators confidently and ethically incorporate AI into their teaching.

2. Student Skills and Digital Citizenship

To prepare students for responsible AI use, CCS will implement the following at the school level through each school's Media Center:

- Lessons on digital citizenship and AI ethics, emphasizing responsible technology use.
- Clear guidance on research, citation, and ethical AI use, including the *CCS Guidance for Citing AI Use* and the *Generative AI Acceptable Use Scale*.
- Opportunities for students to develop AI-related skills that align with workforce demands and emerging technologies.

3. Student Data Privacy and Security

Ensuring student data privacy and security is a top priority. CCS will:

- Comply with strict state guidelines to safeguard student data, in accordance with FERPA, COPPA, and IDEA regulations.
- Select AI tools that prioritize data protection and adhere to established privacy standards, as outlined in the Third Party Vendor Procedure.

4. Community Engagement and Partnerships

Engaging families and the broader community is essential to building a well-informed AI framework. CCS will:

- Develop partnerships with state agencies, local and regional colleges and universities, and AI-focused organizations to bring expertise and resources into schools.



IV Recommendations for Students

Understanding Generative AI

Learn the basics of how generative AI works, its potential benefits, and its limitations, including the possibility of inaccuracies ("hallucinations") and bias.

Responsible Use

- **Always check with your teacher** to determine whether generative AI is permitted for a specific assignment, homework, project, or assessment, and if so, what level of support is allowed.
- Use AI as a support, not a substitute, for your own thinking and effort. Your submitted work should primarily reflect your own understanding and ideas.
- Commit to working through difficulties using GenAI as a support, not to get quick answers or complete tasks without cognitive engagement.
- Think critically when using AI. Do not blindly accept AI-generated content; evaluate responses for accuracy, bias, and alignment with learning goals.
- Use rubrics (when provided) to engage with chatbots and request feedback on written work.
- Make your own final decisions about the content, structure, and style of your work.
- Evaluate AI-generated feedback critically.
- Commit to ethical GenAI use. **Representing AI-generated content as your own original work is strictly prohibited and is considered plagiarism**, violating CCS policy and the Honor Code.

Transparency and Citation

- When AI is permitted and used, disclose its use according to your teacher's instructions. This may involve an AI disclosure statement or a formal citation.
- If a shared link to the AI chat is available, provide it to your teacher so they can understand your learning process.
- Learn how to properly cite AI using MLA or APA guidelines when required.

Appropriate and Inappropriate Uses

✓ Appropriate Uses (with teacher permission)	✗ Inappropriate Uses
• Brainstorming and exploring ideas. • Explaining topics in a way you can understand. • Getting help studying for assessments. • Receiving feedback on your work for areas of improvement. • Using self-paced tools such as translation or audio tools, glossaries, or image generators to monitor comprehension. • Engaging in dual-language chats to ask questions about what is being read or discussed. • Creating story-continuation exercises.	• Using AI without explicit permission from your teacher. • Completing an entire assignment, homework, or assessment with AI without significant original thought and effort. • Submitting AI-generated drafts or direct revisions of your writing as your own. • Not reviewing and verifying AI responses for accuracy (potential hallucinations or misinformation). • Not revising AI output to reflect your own voice and style. • Not being transparent about, disclosing, or citing your work with generative AI when required. • Entering any Personally Identifiable Information (PII) into AI tools.



V Recommendations for Teachers and Staff

AI Literacy and Professional Development

Engage in ongoing professional development to understand the capabilities, limitations, ethical implications, and responsible use of generative AI. Use the resources provided by CCS, NCDPI, and organizations such as AI for Education and TeachAI.

Developing Classroom Guidelines

- Develop clear school-level expectations for when and how students can use generative AI for different types of learning activities, aligned with the CCS district-wide guidelines and the State AI Use Scale.
- Communicate these guidelines clearly to students and parents.
- Rethink assessments to incorporate AI in meaningful ways (AI-assisted, AI-partnered) and design AI-resistant tasks that focus on critical thinking, application, and original work.

Integrating AI into Instruction

- Explore how AI can enhance, not replace, your pedagogical expertise and proven instructional practices.
- Use AI to support productive struggle, not to provide quick answers or over-scaffold content in ways that reduce learning opportunities.
- Leverage AI for tasks such as brainstorming lesson ideas, creating engaging materials (with careful review for accuracy and bias), personalizing learning, providing feedback (formative only, with human review), and managing workload more efficiently.
- Model responsible AI use for students, including transparency about your own use of AI and proper disclosure or citation.
- Engage students in discussions about the ethical implications of AI.

Content Creation and Accuracy

- When using AI to create instructional materials, always check all AI-generated content for accuracy, bias, and alignment with lesson goals and curriculum standards.
- Be aware of potential inaccuracies (hallucinations) in AI-generated content.
- Practice transparency by including an AI disclosure statement when using AI to create instructional materials.

Student Monitoring and Guidance

- Monitor students' use of GenAI tools to ensure they are using them appropriately and ethically.
- Guide students on effective prompting techniques to get more targeted and helpful results from AI.
- Teach students strategies for evaluating AI-generated content critically.
- **AI detectors are not reliable** and should not be the sole basis for determining academic dishonesty. Focus on the learning process and student understanding.

Collaboration and Feedback

Share your experiences, feedback, and best practices for AI integration with colleagues and the CCS AI Implementation Support Team.

Data Privacy

> **Never** enter any Personally Identifiable Information (PII) of students or staff into generative AI tools. Be mindful of data privacy regulations (FERPA, COPPA, CIPA) when selecting and using AI tools.



VI Compliance with the Technology Responsible Use Policy

These AI Guidelines are an extension of, and must be implemented in compliance with, the Caswell County Schools Technology Responsible Use Policy (Policy Code: 3225/4312/7320). All users must adhere to the expectations for use, rules for use, and the annual acceptance of the policy, which will now explicitly reference these AI Guidelines.

Any misuse of AI tools or violation of these guidelines will be addressed in accordance with the Technology Responsible Use Policy, the Code of Student Conduct, and other relevant school and district policies.

> **Please note:** Representing AI-generated work as one's own constitutes plagiarism under the Code of Student Conduct.

These guidelines provide a framework for the responsible and effective integration of generative AI in Caswell County Schools. Ongoing review, collaboration, and professional learning will be essential to adapt and refine these guidelines as AI technology continues to evolve.