Spartanburg School District Seven
Artificial Intelligence (AI) Position Statement

Spartanburg School District Seven Mission Statement: *To inspire and equip our students for college and career and for meaningful lives of leadership and service as world citizens.*

Spartanburg School District Seven Vision Statement: *Our graduates will be creative, critical thinkers, collaborators, effective communicators, and ethical citizens.*

We recognize the potential impact of Artificial Intelligence (AI) in Spartanburg School District Seven is significant and its appropriate use supports our mission. AI will not replace human instructors, nor how our students process and learn. AI can support our faculty and students by intentional augmentation and streamlining of instructional and learning plans and processes. For Spartanburg School District Seven, AI will not remove control from educators or students. It will, however, allow for greater growth, expanded engagement, extension of learning and creativity, increased personalization, and greater time management.

As a school district teaching students who are "Digital Natives," it is our responsibility to understand how to use AI as a tool; its potential benefits; why, when, and how to use it; and any ethical considerations relating to its use. Challenges such as equity, fairness, inappropriate use, reliance on machine learning, and the potential to diminishing individual "critical thinking" skills are all important considerations. Any AI tools used in Spartanburg School District Seven should be properly vetted and modeled for users to ensure people are the driving factor in usage.

As with any technology, current AI tools have limits to their accuracy and reliability, and AI does not possess human emotions, critical thinking, or empathy. Therefore, we emphatically believe AI should not be used to identify or evaluate student interactions or behaviors, or to make critical decisions. AI can support teachers by providing supplemental information when needed, but a positive learning experience depends on human interaction and understanding the differences among learners, with AI supporting that work rather than replacing it.

As a school district with diverse learners, we are committed to assistive technology and processes. AI-powered resources support this commitment as well as supporting Universal Design for Learning (UDL) guidelines, which includes and embraces those with physical or learning disabilities and multilingual learners. We want to nurture an intentional engagement with AI systems to ensure trust and appropriate use of these tools. In addition, we consistently ask educators to use their professional judgement which, at times, may require questioning and overriding AI tools to use and/or for making decisions.

Ethical Considerations

We are fully aware that there are ethical considerations with AI usage such as but not limited to data privacy and security. All staff in Spartanburg School District Seven must be diligent stewards of student data, safeguarding the privacy and security of our learners as we incorporate AI into our classrooms.

AI offers incredible opportunities to enhance learning experiences, and it is paramount that it is used with responsibility and integrity, respecting the rights of all students and aligning with the educational goals of our district.

AI tools are unique in their storage and handling of input data and may store sensitive data in models that we have no control over. Due to the nature of AI tools being new and varied, it may become

necessary for the district to restrict access to some tools for students based on age, class level, or specific educational needs.

Parameters for Choosing AI Tools at District Level:

- Alignment with Educational Goals of Spartanburg School District Seven: Any AI tool selected and approved must directly support the district's priorities as well as the mission, vision and values.
- Accessibility: Any AI tool(s) selected for student use must be accessible regardless of students' socio-economic status or any disabilities, and it should support the diverse learning needs across Spartanburg School District Seven.
- Data Privacy and Security: Any AI tool(s) must comply with legal standards for data privacy and security, especially concerning student information. This includes, but is not limited to, the Federal Education Right and Privacy Act (FERPA), the Child Online Privacy Protection Act (COPPA) and/or state regulations.
- Cost-Effectiveness: If an AI tool is selected that requires an expense, the tool should fall within sustainable budget parameters and offer significant educational value relative to the cost.
- Ease of Integration: Any AI tool(s) selected and approved should integrate with simplicity with the district's current technology environment allowing ease of access for students and staff.
- Evidence of Effectiveness: Any AI tool(s) selected should have an evidence-based record of enhancing student learning outcomes.

District Wide Best Practices:

- Staff, teachers, and students must refrain from providing personally identifiable information (PII) to an AI tool as input. This applies to your own PII as well as the PII of others.
- Educators and students should always avoid plagiarism. Be diligent to give credit where credit is due, including the generative AI tools. Cite original sources of information used by AI tools. This is accomplished by citing the datasets, articles, books, and other materials that the AI has drawn upon to create content. AI prompts should include a request for cited resources.
- It is imperative to acknowledge the use of an AI tool in the creation process. This transparency not only complies with copyright laws but also educates students in the importance of respecting intellectual property.
- To avoid errors adhering to copyright laws, educators should:
    - Fact-check all output to avoid AI inaccuracies.
    - Credit AI-created content.
    - Clearly label to note all sources created by humans distinguishing them from AI-created materials and content.
    - Use AI tools that have clear policies on data usage and sourcing.
    - Educate students by providing guidelines and examples of citing AI-generated content in their work.

Directions for Teachers Implementing AI Tools to Support Profiles of a SC Graduate:

- **Training and Professional Development:** Engage in district-provided training sessions to understand the capabilities, limitations, and best practices of using AI tools in education. This includes participating in initial and ongoing professional development.
- **Curriculum Integration:** AI tools should be integrated to complement current curriculum and instructional strategies while supporting increased engagement, enhancement of the learning experience, and extending student knowledge. As with any educational technology tools, AI should not be used to replace teacher instruction, teacher to student interactions, or providing students with timely and personalized feedback.
- **Student Engagement:** The use of AI tools should foster interactive and personalized learning experiences, catering to varying learning styles and paces. Teach students about AI concepts, limitations, and benefits. Discuss ethical considerations with students, emphasizing responsible AI use.
- **Critical thinking:** Encourage student inquiry and critical thinking related to using AI. Prompt students to critically assess the information provided by AI tools, understanding that AI-generated content is fallible, should be questioned, and verified. Train students on AI limitations. All current AI tools were trained with data from 2020 and prior. Most AI tools cannot draw from current events data.
- **Monitoring and Feedback:** Regularly assess the impact of AI tools on student learning outcomes. Consistently monitor student interaction with AI tools. Adjust usage based on feedback and evidence of effectiveness.
- **Collaboration:** Model and encourage collaboration among students using AI tools to develop teamwork and communication skills.
- **Transparency:** Keep parents informed about what AI tools you use and how you use them. If applicable, communicate to students and parents via course syllabi with any teacher's expectations for student AI use or other academic integrity concerns.

Do's and Don'ts for Students When Using AI:

Do:

- Use AI tools as a supplement to classroom learning.
- Learn to write accurate and effective prompts.
- Understand that AI is not always correct or current – always check information for accuracy.
- Check AI output for factual relevance.
- Understand AI concepts, limitations, and potential benefits.
- Adhere to and respect privacy and data security guidelines.
- Practice digital citizenship when using AI tools. Cite AI source(s) and check sources for accuracy.
- Use AI tools to collaborate with peers.
- Use AI tools to fuel experience learning.
- Use AI tools to receive timely feedback on your own work.
- Look to teachers for guidance on usage and when issues arise with an AI tool.
- Remember, AI is a continually developing and evolving field. Guidelines and usage changes may develop and occur over time.

Don't:

- Do not replace learning activities/critical thinking processes with AI-generated information.
- Do not share your or anyone else's Personal Identifiable Information in an AI tool.
- Do not use images, videos, or likenesses of others to generate AI content without permission.
- Do not use AI tools to plagiarize. Give credit where credit is due. Cite sources.
- Do not ignore district, school and/or classroom guidelines and instructions regarding AI tool usage.
- Do not misuse AI tools for non-educational purposes.

Position Statement Review and Revision:

This position statement will be reviewed annually to ensure its relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.

By adhering to these parameters, we aim to harness the potential of AI while maintaining a safe, equitable, and enriching learning environment for all students.

References:

ChatGPT4, "Create a district wide AI position statement. Include parameters for AI tool selection. Also include parameters for teachers and students in AI use." Prompt, ChatGPT4, January 22, 2024

Colorado School of Mines Guidelines for Using Generative Artificial Intelligence @ Mines, https://www.mines.edu/academic-affairs/genai/

Greenville County Schools Position on Generative Artificial Intelligence, https://www.greenville.k12.sc.us/Parents/main.asp?titleid=ai

Kershaw County School District AI Policy Draft shared not published.

MagicSchool Levels 1-3 Certification Courses, https://www.magicschool.ai/professional-development

North Carolina Department of Education Generative AI Implementation recommendations, https://go.ncdpi.gov/AI_Guidelines

Pensacola County School District Artificial Intelligence Policy, https://www.psd401.net/services-and-resources/technology/technology-artificial-intelligence#:~:text=We%20regard%20data%20privacy%20and,inclusivity%20commitment%20extends%20to%20AI

United States Department of Educational Technology. *Handout: AI and the Future of Teaching and Learning*, https://www2.ed.gov/documents/ai-report/ai-report-core-messages.pdf

Whitehouse.gov Blueprint for an AI Bill of Rights, https://www.whitehouse.gov/ostp/ai-bill-of-rights/

Yongpradit, P. 2023, AI Guidance for Schools Toolkit, retrieved from https://www.teachai.org/toolkit