Scotts Valley Unified School District
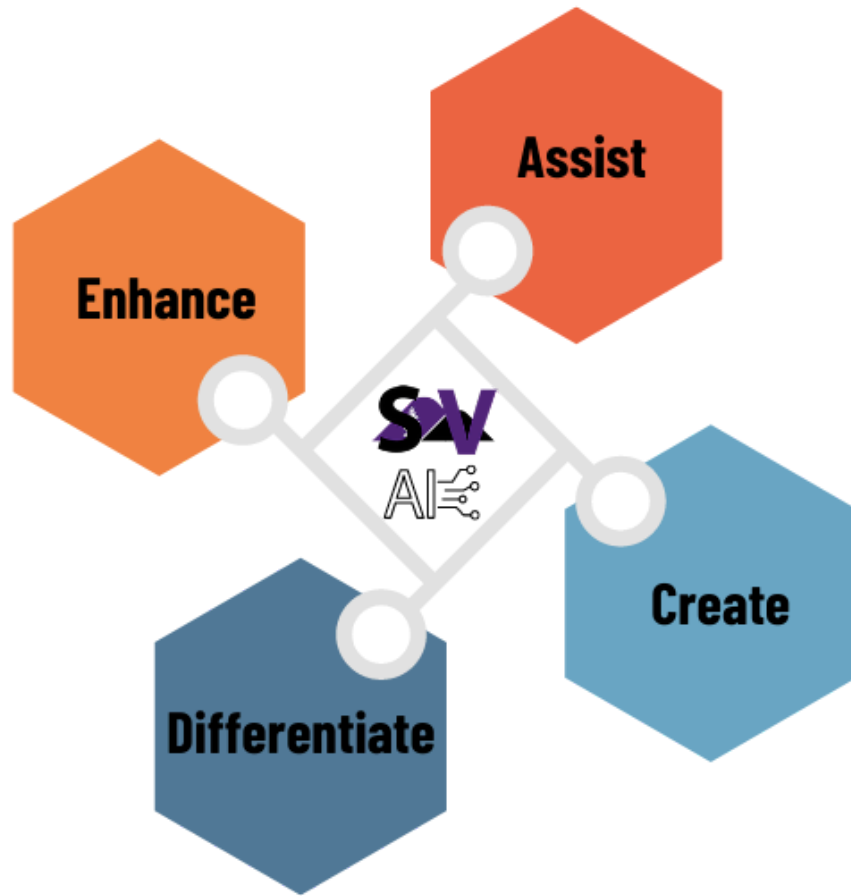

Artificial Intelligence Guidelines

Spring 2024

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Introduction

In the Fall of 2022 chatGPT took the world into a new era with generative AI. Since the launch, Scotts Valley Unified School District has been discussing these technologies and their implications, both the benefits and challenges, towards teaching and learning. Working closely with the Santa Cruz County Office of Education, SVUSD has provided training to teachers, administrators, and classified staff. In the Winter of 2024, SVUSD launched an AI Task Force composed of educators, administrators, a board member, students, and parents to develop the following guidelines as the state and federal government works to create regulations in these new technologies. These guidelines are built to provide support and foundation to the SVUSD community and are developed to guide, not govern the district towards creating the most equitable, safe, and productive learning environment for the current and future students. Focus of the work was grounded in **equity, privacy, ethical use, and innovation.**.

Roles and Overview

The AI task force met over the course of spring 2024 to review and engage in AI Guideline activities and writing.

| Name	Role
Jason Borgen	Facilitator
Jennifer Brownfield	Student
David Campbell	Parent/Guardian
Julie Cerrato	Parent/Guardian
Kevin Dewey	Teacher
Patricia Dickenson	Parent/Guardian
Patricia Dyc O'Neal	Teacher
Lori Gentile	Administrator
Brody Gentile	Student
Sarah Gialdini	Administrator
Millie Lord	Teacher
Alex Moriarty	Student
Shaimaa Otify	Parent/Guardian
Aryn Pedersen	Parent/Guardian
Brant Pedersen	Parent/Guardian
Maren Peduto	Classified Staff
John Postovit	Teacher
Elaina Rapoza	Classified Staff
Emma Rozeboom	Student
Michelle Smart	Teacher
Roger Snyder	Board Member

Needs and Data

In the spring of 2024 parents, students, and staff were surveyed about their experience and perceptions of AI in SVUSD. More than 20 responses were received. Approximately 50% of participants were involved with the high school.

Legend:
- TK-2
- 3-5
- 6-8
- 9-12

43.5% / 8.7% / 34.8% / 13%
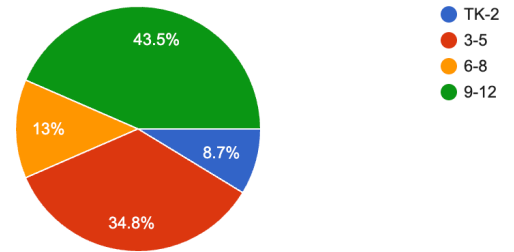
More than three-quarters of the participants had a good or great understanding of AI with only 19% having a limited understanding of AI.

Most participants (71%) felt that the benefits of AI are providing options to personalize learning. Approximately half of the participants felt that AI can assist with administrative tasks.

How familiar are you with Artificial Intelligence (AI) used in education?
23 responses
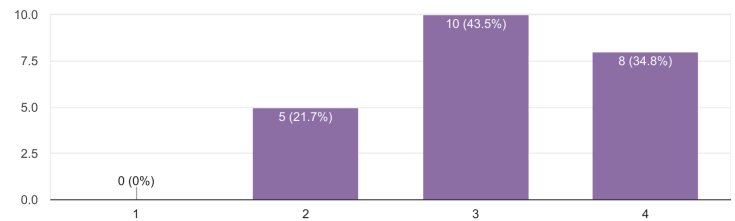
How do you think AI could benefit our schools?
23 responses
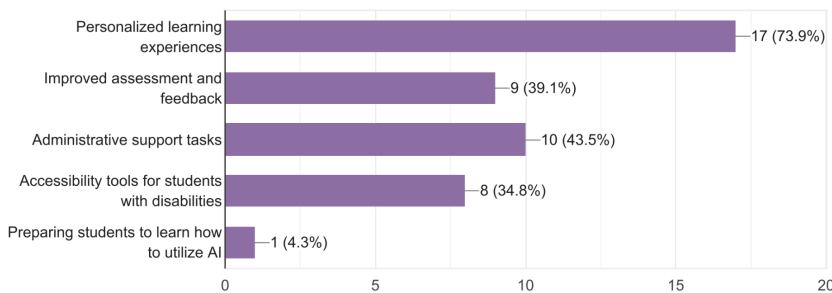
Students' over-reliance on AI and the potential of AI bias and misinformation were concerns emphasized by over half of the participants.
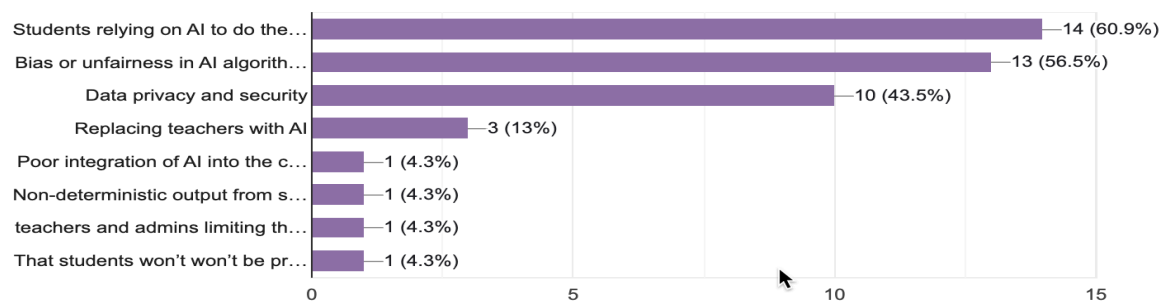
Overall, there were many comments about the benefits and focus around training and support for staff and students. One participant said: "***Encourage creative and innovative use of AI in the classroom and the workplace so that staff and students are able to work smarter, not harder.***"

AI Definition and Aims

In SVUSD, we define Artificial Intelligence (AI) as a dynamic tool that can guide us to dream, design, and support teaching and learning.

We believe that using AI in schools should be guided by ethical and equitable principles that enhance and preserve the human element.

The intent of AI is to be used as a tool to promote learning and relieve routine tasks, not to avoid, but rather to enhance thinking through an open-minded approach to learning.

AI Norms

SVUSD regularly should be educating and communicating about the use of AI in schools and the community. When discussing AI the following Norms should be considered habits of mind when communicating about AI to ensure relevant and proactive community strategies.

Behavior	Engagement	Communication
When working with AI, ensure we….	When engaging with others around AI…	When communicating about AI…
Minimize bias and maintain privacy	Prioritize everyone to have a voice	Be respectful
Show good judgment	Make time for exploration and brainstorming	Be open-minded
Give constructive feedback	Be vulnerable, no one is an expert	Be cognitively thoughtful
Maintain a positive attitude	Be on time, prepared, and be mindful	Be collaborative
Use good manners	Practice experience and apply concepts outside of discussions	Be transparent

AI Use and Misuse

There are several ways AI can be used in SVUSD. There also needs to be considerations about misuse and consequences for such actions. The tables below provide highlights of AI use and AI misuse including some students and staff/teacher examples. School appropriate AI use can enhance student learning and enrich the learning environment. Consequences for misuse will be applied in relation to school/classroom rules and/or current Board policy relating to technology misuse and/or academic integrity.

AI Use

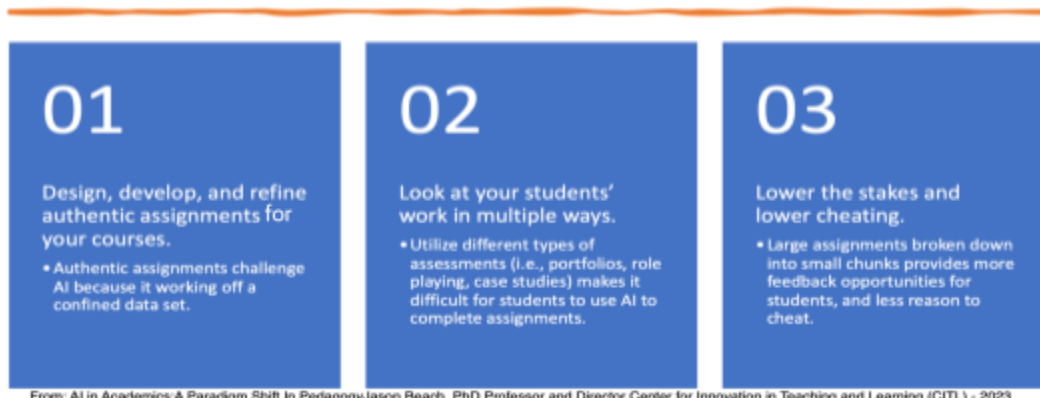| AI Use	Student Example	Staff Example
AI can **enhance productivity** and allow for efficiency by streamlining tasks that are traditionally done manually	Students can make a list or provide examples of vocabulary words related to scientific phenomena Students can have the ability to increase their learning rate and access to content via quick summaries and research via reputable resources	Teachers can draft parent emails Teachers can quickly create lesson plans, sub plans, and assessments via prompt.
AI can **differentiate teaching approaches** and tasks for students to acquire content at their own pace/level.	Students can use AI to translate content to their language and/or reading level. Students can access virtual tutors/support (e.g. Khanmigo)	Teachers can use AI to translate content to their language and/or reading level. Teachers can locate accommodations to meet the needs of the students' abilities.
AI has the ability to **enhance learning** for professionals as well as students including providing techniques for studying and by providing timely, developmentally appropriate feedback.	Students can access interactive student tools and resources to prepare for lessons and assessments. Students can use an AI tutor to gain formative and immediate feedback on writing and other assessments/Homework.	Teachers can create and utilize more effective and supportive instructional tools for each individual student. Teachers can access examples, background knowledge, etc. relating to a unit of study.
AI has the ability to **assist with brainstorming ideas** to problems and scaffolding visual representations of content.	Students can ask for options to get started on a project including ideas for essays, e.g. themes	Teachers can create more effective lessons and ideas for engaging students.
AI has the ability to quickly **create templates, outlines, and can act as a soundboarding tool** to provide direct feedback and recommendations for content acquisition and creation.	Students can use tools such as Clara to provide input on student writing and feedback in the writing process.	Teachers can use tools such as Canva to create student templates for projects such as cell diagrams for learning about Biology.

AI Misuse

AI misuse	Student Example	Staff Example
AI makes it easy to **create content** that is not one's own, which can decrease learning, and discourage fact-checking.	Students might easily copy text from generative AI and claim it as their own original work. Students might incorporate inaccurate information into their assignments if they don't fact-check the work.	Teachers might create inaccurate lessons with false information.
AI can **create biased content** and/or misinformation, or **content that can be used to harass** and/or harm others.	Students might get misrepresentations of content that is believed to be true. Students might have the ability to easily create mocking artwork (ie, images, music, etc.) such as deep fakes.	Teachers might create inaccurate lesson development with biased content.
AI can enable an **over-reliance on technology** to perform tasks as well as **encourage procrastination** and eliminate the practice of productive struggle.	Students might suffer from a potential of decreased transfer and retention of knowledge. Students might easily skip steps that would have benefited the learning process, by accessing AI instead.	Teachers might create generalized and disconnected assignments and/or assessments.
AI can remove the **human element** from critical decision making.	Students might engage with AI more than their peers or teachers.	Teachers might assess student work with AI without providing constructive feedback for individual students.
AI can **remove peer-to-peer interactions** that promote social and emotional learning and growth.	Students might lose the connections to each other and understand peer discourse.	Teachers might lose the relationships and rapport with students.

Privacy Implications:

Some AI tools may utilize data to continue to train their tools. Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

Minimizing Misuse for Assessments & Assignments

Dr. Jason Beach, Professor, College of Education and Director of the Center for Innovation in Teaching and Learning (CITL) identifies three shifts in teaching and assessments. This graphic was published in Dr. Beach's presentation title, *AI in Academics:A Paradigm Shift In Pedagogy*.

01

Design, develop, and refine authentic assignments for your courses.

- Authentic assignments challenge AI because it working off a confined data set.

02

Look at your students' work in multiple ways.

- Utilize different types of assessments (i.e., portfolios, role playing, case studies) makes it difficult for students to use AI to complete assignments.

03

Lower the stakes and lower cheating.

- Large assignments broken down into small chunks provides more feedback opportunities for students, and less reason to cheat.

From: AI in Academics:A Paradigm Shift In PedagogyJason Beach, PhD Professor and Director Center for Innovation in Teaching and Learning (CITL) - 2023

AI Board Policy - AI Considerations

As the state and federal government continue to develop regulations and policies around AI in the workplace and in schools, the California School Boards Association (CSBA) has updated existing policies which have been taken into account during the 23-24 school year in SVUSD and revised in the district's Board Policies. The following Board Policies have implications toward AI and have been updated as such.

- Student Use of Technology - 6163.4
- Student Assessment - 6162.5
- Academic Honesty - 5131.9
- Homework & Makeup Work - 6154

Policy 5131.9, Academic Honesty is the most relevant policy when it comes to AI. Some excerpts in that policy include using technology and AI interchangeably in the excerpts below:
- …any use of technology prevents or inhibits a student from achieving these standards is prohibited.
- …[using technology] solely for the completion of coursework as a student's original work and generating answers.
- A student with disability shall be permitted to use technology
- …a student has used technology in violation... .the student shall be given an opportunity to demonstrate use of technology in accordance with this policy or IEP.
- …Any information acquired in determining whether a student has committed dishonesty shall be shared with the student.
- …provide to staff regarding the use of technology including detection of plagiarism and potential discrimination from algorithmic bias.

AI App Review

AI Supported Applications - Student Data Privacy Approved

The Committee was introduced to several applications that could benefit students and teachers. The following tools have been vetted and are district-supported for the basic version.

App Name	Audience	Productivity/Instruction Overview
Google Gemini gemini.google.com	ALL staff	Google Gemini is a powerful AI assistant for your school. It supports educators with lesson planning, research, and answering complex questions. Staff can leverage Gemini's capabilities to improve efficiency, find fresh ideas, and personalize learning experiences for all students.
Brisk Teaching briskteaching.com	Teachers	Brisk Teaching is a free, AI-powered Chrome extension designed to save teachers time. It integrates with common tools like Google Docs and Slides, offering features like generating lesson plans, creating quizzes, and providing student feedback. By automating tasks, Brisk allows educators to focus on what matters most: teaching their students.
MagicSchool magicschool.ai	Teachers	Magic School AI is an award-winning platform that uses AI to assist educators. It boasts over 60 tools to help with tasks like lesson planning, creating assignments, differentiating instruction, and even communication with families. They claim teachers can save up to 10 hours a week using Magic School AI, allowing them to focus on what matters most - their students.
SchoolAI schoolai.com	Teachers and Students	SchoolAI personalizes learning for everyone. Students get access to custom learning materials and on-demand help. Staff can leverage AI to streamline tasks, tailor instruction for each student, and gain valuable data-driven insights to improve learning outcomes.
Canva canva.com	Teachers and Students	Canva's AI tools enhance teaching and learning by providing students with easy-to-use design templates for creating visually appealing presentations, infographics, and posters, making complex information more digestible. These tools support creativity and engagement, allowing students to personalize their projects while developing digital literacy skills. Additionally, educators can use Canva to create interactive and dynamic lesson materials, fostering a more engaging and effective learning environment.

AI App List: Not Yet District Approved

The following list is a review and provides examples of recommended applications, but not an exhaustive list. Any tool used should be vetted for student data privacy implications and comply with state and federal student data privacy laws including FERPA, COPPA, and AB1584. Many of these tools were discovered via https://aitools.educators. A product review list can also be found on Common Sense Media and reviewed here: https://www.commonsensemedia.org/ai. View the entire list of AI applications here: https://sccoe.link/svaiapps

App Name	Audience	Productivity/Instruction Overview	Potential Concerns
Chat GPT	Teachers	Create leveled readers to differentiate reading levels for grade level text. Translate text for language learners. Create problem sets for math	Dependence on AI-generated content may reduce teacher engagement with lesson planning. Accuracy and appropriateness of translations and problem sets.
Chat GPT	Students	Edit work/revise text for clarity and flow/translate text	Over-reliance on AI for writing tasks could hinder students' learning process and skill development.
Twee	Teachers/Parents; perhaps students for self-study	Creates tests based on literature and YouTube videos. Short answer, multiple choice	Maintain connection with students, information accuracy within tool customization, dependency on the tool for new ideas
Grammarly Premium AI	Students/ Teachers/ Parents	Generative writing assistant tool	Considerations include citation/referencing, guardrails, information privacy, tool dependency, plagiarism, inability to measure student base level and/or progress given that the tool auto-corrects
Duolingo	Students /Teachers	Communication, language learning, and translation. Provides gamified language lessons.	Effectiveness of gamified learning, potential for superficial learning without deep understanding, data privacy concerns.
Khanmigo	Teachers/ Students	PDF and document annotation tool, collaborative learning and editing.	Privacy concerns with document sharing, potential misuse of annotation tools.
Gradescope	Students/ Teachers	Grading/Assessment	Data privacy, potential bias in automated grading, accuracy of assessment tools.
Otter.AI	Teachers/ Students	Accessibility/ADA, Equity, Translation. Provides transcription services for notes and lectures.	Accuracy of transcriptions, privacy concerns with audio recordings.
Co-grader	Teachers	Grading Work with Rubrics	Won't sign data privacy agreement, accuracy and consistency of rubric-based grading.

Training, Awareness, and Communication

Type	Description/Metric	Frequency
Staff Training	Staff will be provided training throughout the school year to use the guidelines and support proactive AI use. Staff will discuss AI usage at staff meetings to develop strategies to have clear and aligned discussions with students.	Fall/Winter
Parent Engagement	Parents will have opportunities to learn and engage in the district's AI plans/guidelines/strategies via a survey and/or a community night	Winter
Student Training	Students in grades 4-12 will be introduced to AI.	Fall/Spring
Communication	SVUSD will send out communications about AI	Fall/Winter

AI Guidance Evaluation

To ensure the AI guidance document remains a dynamic and adaptable resource, the task force will institute a comprehensive review process. This will include quarterly evaluations against the latest research on AI ethics and responsible implementation within educational settings. Furthermore, the task force will actively solicit feedback from stakeholders including educators, administrators, parents, and students. By gathering insights from the field on their experiences with AI tools, the AI task force will continually refine the document to reflect the evolving needs of the school district. This ongoing assessment will allow for proactive updates that address advancements in AI technology and best practices, ultimately fostering a responsible and effective learning environment that leverages the full potential of AI for all members of the school community.