

# AI Policy Update:

A Little from Column A...

A Little from Column B...

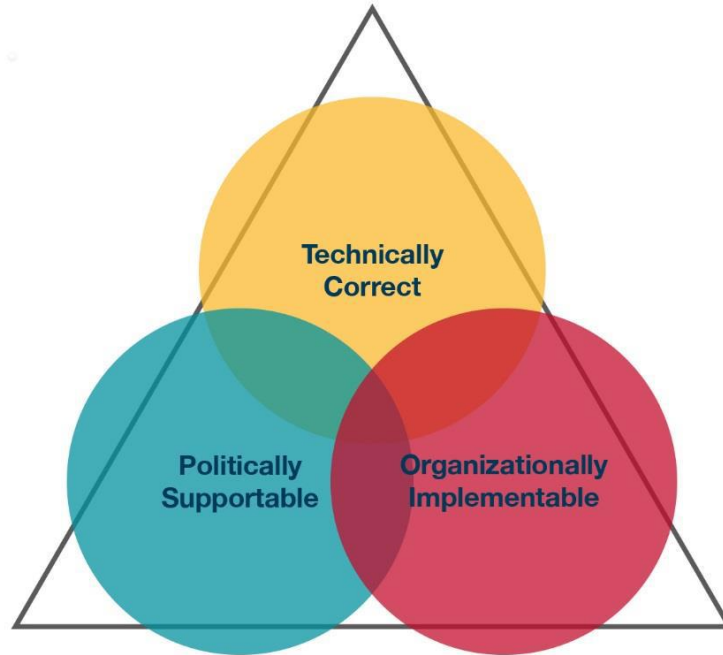
MASC/MASS Joint Conference  
November 2024

- ❑ **The increasing availability of AI presents both an opportunity and a challenge in education.**
- ❑ **Teachers want to be able to incorporate AI in their lessons, and students want to utilize it in their work.**
- ❑ **However use in academia is far more complicated than a simple yes or no question.**

# What We Will Cover:

- ❑ Policy Development Overview
- ❑ Competing Concerns
- ❑ A Question of Balance
- ❑ The Wilmington Example
- ❑ Additional Things to Consider
- ❑ Resources

## Moore's Strategic Triangle:



Moore, M. H. *Creating Public Value* (Harvard University Press, 1995).

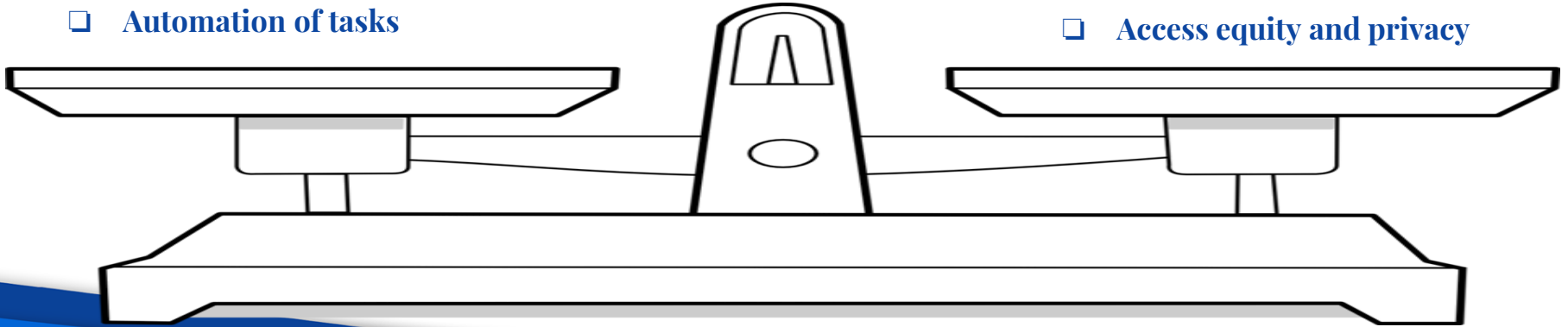
- ❑ **Technically Correct**  
Will the policy will achieve the desired outcome?
- ❑ **Politically Supportable**  
Will the relevant stakeholders support it?
- ❑ **Organizationally Implementable**  
Does the organization have the capacity and resources to carry the policy out?

**(Assumes implementation as designed.)**

**Moore, M. H. Creating Public Value (Harvard University Press, 1995).**

# A Question of Balance:

- ❑ Assistive technology
- ❑ Brainstorming partnership
- ❑ Assessment and feedback
- ❑ Cutting edge technology experience
- ❑ Speed and individualization
- ❑ Automation of tasks
- ❑ Academic integrity
- ❑ Intellectual property
- ❑ Information accuracy
- ❑ Source bias
- ❑ AI hallucination
- ❑ Access equity and privacy



## A Spectrum of Options:



- Wait and see.**
- Rely on existing academic integrity policies.**
- Use a combination of existing policy to create an AI statement.**
- Develop a standalone district AI policy.**
- Ban it all together.**

# Generative AI Guidelines

Wilmington Public Schools (WPS) recognizes the impact generative artificial intelligence (AI) has on our staff, students, and community. As an organization, the staff is encouraged to explore generative AI systems to enhance their learning and development and also educate students about these systems, including the uses of, limitations of, and legal and ethical issues associated with such systems. Understanding the benefits and limitations of generative AI is crucial to supporting students as they learn the skills needed in today's social and technological landscape.

These guidelines have been developed to show responsible generative AI usage which addresses data privacy concerns, terms of use, and academic honesty.

**Source: Wilmington Public Schools**



# Students

*Adopted from Pinkerton Academy & Newton Public Schools*

- The only Generative AI systems WPS students are allowed to use are those available directly or as part of other software listed in the WPS Student Data Privacy Agreement Database. See the examples below:
  - As of August 2023, ChatGPT, Bard, and Bing have NOT signed a Student Data Privacy Agreement, and therefore, WPS staff should not ask or require students to directly use unapproved AI systems to complete assignments. A complete list of approved software with Student Data Privacy Agreements can be found at [https://sdpc.a4l.org/district\\_listing.php?districtID=781](https://sdpc.a4l.org/district_listing.php?districtID=781)
  - There are approved AI systems (such as Grammarly and Canva) that have signed Student Data Privacy Agreements. Therefore, students may use AI features embedded within these tools with permission and proper citation.
- Assistance from an AI system is not allowed when it interferes with the educational objectives or the assessment of a submitted work. The use of generative AI to complete one's work can also be forbidden at the discretion of the student's teacher.
- Students who use any generative AI systems without teacher approval AND proper citation are subject to consequences that fall under the academic dishonesty policy.

**Source: Wilmington Public Schools**

# Staff

*Adopted from Newton Public Schools*

- Staff are encouraged to explore Generative AI systems for themselves, and to teach their students about such systems, including their uses, limitations, and legal and ethical issues associated with such systems. These tools can assist teachers in their work, and an understanding of these systems is crucial to supporting students as they learn to work in an evolving social and technology environment.
- If staff take the initiative to have students use generative AI systems, they must comply with all the Student Generative AI Guidelines.

**Source: Wilmington Public Schools**

## Additional Things to Consider:

Whatever your Committee/District decides:

- ❑ Get input from reputable sources/experts
- ❑ Solicit stakeholder input - especially from teachers
- ❑ Ensure staff, students, and parents/guardians are familiar with both guidelines and consequences
- ❑ Consider it a living document
- ❑ Revisit and reevaluate it regularly
- ❑ “The Dumbest Version of AI That Will Ever Exist.” - H. Mayotte



## **Resources:**

**[Klein, A. 2024 “AI and equity explained; A guide for K12 schools” Education Week](#)**

**[McAdoo, T. 2024 “How to cite ChatGPT” APA Style](#)**

**[Artificial Intelligence Resource Guide for Students](#)**  
**University of Massachusetts Global**

**[Artificial Intelligence Guidance](#)**  
**University of Massachusetts, Boston**

**[Guidelines on Generative Artificial Intelligence Development and Use](#)**  
**MA Executive Office of Technology and Security**





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