Policy Code: 3229-6529-7329 Artificial Intelligence

The Wake County Board of Education recognizes the potential of technology to enhance learning, communication, and operations. This includes the thoughtful and strategic integration of new technologies, such as artificial intelligence.

The rapid pace of change and development in artificial intelligence presents unique challenges to school systems in both operational and instructional contexts and requires new considerations for governance and oversight. If used without care or oversight, artificial intelligence poses serious risks, including bias, misinformation, erosion of privacy, loss of human connection, and overreliance on automated systems.

The Board acknowledges its ethical and moral responsibility to ensure that such tools are used in ways that reflect and reinforce transparency, accountability, and a steadfast commitment to the benefit of teaching and learning, as well as operational efficiency.

I. DEFINITIONS

1. **Artificial intelligence (AI)** refers to the theory and methods to build machines that think like humans (AI for Education, 2023).
2. **AI tools** are computer systems designed to automate tasks that normally require human intelligence.
3. **Generative AI** is a tool that generates new text, images, audio, video, or other content based on what it learned from its training dataset in response to a user's input or prompt.
4. **AI literacy** is using AI responsibly, safely, and effectively. It includes understanding basic AI principles and applications, recognizing when AI is employed, and being aware of its limits.
5. **AI fluency** is the ability to integrate AI tools into learning, problem-solving, and professional workflows. This requires a human-centered approach rooted in appropriate task delegation, critical assessment of outputs, and diligence in acknowledging and citing AI when necessary.
6. **Academic misuse** includes, but is not limited to, the unauthorized or undisclosed use of AI tools to complete assignments, assessments, or other academic work, in which the AI tool's output is presented as the student's original thought or effort. Issues of academic misuse will be handled in accordance with Policy 4310 Honor Code and Policy 4309 Student Behavior - Code of Student Conduct.
7. **AI detectors** are tools designed to identify content generated using AI. **WCPSS does not support the use of AI detection programs** due to their technical unreliability, inaccuracy, and potential for bias against specific student populations, including those for whom English is a second language. This is consistent with prioritizing a human-centered approach.

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8. **Bias** refers to the fact that AI tools trained on human data inherently reflect societal biases in the data. Those biases may be reflected in outputs that reinforce stereotypes, recommend inappropriate educational interventions, or make discriminatory evaluations.
9. **Hallucinations** are when AI tools reference or provide information that is inaccurate or nonexistent.

II. PRINCIPLES OF USE

These principles apply across all AI implementations, encompassing both instructional (e.g., student learning, curriculum development) and non-instructional (e.g., administrative operations, institutional research) contexts.

A. Safety, Wellness, and Human-Centeredness

When integrating AI tools, the district prioritizes students' behavioral health, academic growth, and overall well-being. AI use should support safe, inclusive, and supportive learning environments where students feel a sense of belonging. In partnership with educators, the responsible integration of AI should empower students to learn, explore, and create with confidence.

The use of AI should amplify human capability and capacity. Its use should not replace human connection or the cognitive agency of either students or staff. In particular, it should not replace the role of educators who instruct, nurture, and assess students, nor diminish the importance of critical thinking, creativity, effort, and human agency.

In all uses, human oversight is critical in evaluating and reflecting on AI use for learning and performance.

B. Privacy and Security

The district prioritizes the safeguarding of student and staff data in all uses of AI. All users are expected to adhere to district policies and to follow best practices to protect privacy, prevent unauthorized data sharing, and maintain the confidentiality of sensitive information. These policies include, but are not limited to, 2125/7315 Confidential Information, 4700 Student Records, and 4705/7825 Confidentiality of Personal Identifying Information.

Approved AI systems and platforms will comply with applicable laws and district policies regarding data privacy and security. While WCPSS will implement reasonable measures to secure AI technologies against unauthorized access and misuse, it is the responsibility of all users to protect their information and the information of others.

WCPSS provides approved AI tools for student and staff use. When logged in with district accounts, these tools keep data within the district. Service agreements and contract specifications provide data security and privacy protections, and inputs are not used for training purposes.

C. Responsible and Ethical Use

The district emphasizes the appropriate, responsible, ethical, and safe use of all technological resources, including AI, as described in Policy 3225/4312/7320 Technology Responsible Use. The use of AI tools by students and employees must align with existing district policies,

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including the Code of Student Conduct and standards for academic integrity and professional behavior.

Ethical use includes transparency when AI has contributed to work, avoiding harmful or biased outputs, and using AI in ways that reflect the district's values and commitment to student learning and well-being. Any use of AI for official purposes by staff or students must be disclosed and explained as appropriate.

The use of generative AI does not exempt individuals from accountability; misuse, plagiarism, or inappropriate reliance on AI will be treated as violations of district policy.

1. Staff Users

AI-literate employees are knowledgeable about best practices, practical applications to enhance productivity in their roles, and the ethical use of AI products in their professional work.

Staff use of AI will vary depending on the context, such as instruction or operational procedures.

Staff use should:

- align with and adhere to existing policies outlining responsibilities;
- preserve safety, wellness, and human-centeredness for self and others; and
- promote engagement in authentic learning.

2. Student Users

AI-literate students know what AI is and how to use it ethically and effectively to enhance, rather than replace, their critical thinking and problem-solving abilities.

Student use should:

- preserve safety, wellness, and human-centeredness for self and others;
- maintain unique voice and perspective;
- promote engagement in authentic learning;
- avoid overreliance and dependence on AI; and
- adhere to the teacher's expectations for its use.

Student use of AI falls within the expectations defined in Policy 4310 Honor Code and Policy 4309 Student Behavior - Code of Student Conduct. When AI use is authorized, students will acknowledge its use per the teacher's instructions and avoid copying and pasting AI-generated material, which may put them at risk of plagiarism.

D. Transparent Communication and Community Engagement

The district is committed to clear, accessible communication with families, staff, and the broader community about how AI tools are used in schools. This includes information about approved tools, opportunities to learn about AI, and updates to policies or practices as the technology evolves.

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E. Training and Support for All Users

The district supports AI literacy and equitable access to AI tools. Developing AI literacy for students and staff is critical to ensure the appropriate, responsible, ethical, and safe use of AI tools.

As part of AI literacy, students and employees should be encouraged to examine who develops, funds, and governs the AI systems they use, including the values, goals, and potential biases embedded in those systems. Understanding the motivations behind AI tools, whether commercial, ideological, or civic, is critical to making informed and ethical decisions in their use.

As such, the district shall provide a comprehensive AI literacy training strategy that involves training all employees and students in the effective, ethical, and safe use of AI tools.

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