

Dover Area School District: Generative AI Handbook



District/School: Dover Area School District

Draft Version: 1.0

Recommended Review Cycle: Annually each summer, with interim updates as needed

Intended Audiences: Students, families, teachers, instructional staff, administrators, technology staff, and community partners

AI Use Disclosure for This Handbook

This handbook was drafted through a human-led process using existing district professional development materials, state and national AI guidance, and selective AI assistance for organization, synthesis, and drafting. Final review, revision, adoption, and implementation remains the responsibility of district leadership, instructional leaders, technology leaders, legal counsel as appropriate, and school community stakeholders.

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1. Purpose and Philosophy

The district views Generative AI as a tool to enhance educational opportunities and prepare students for a future requiring digital literacy while maintaining the human-led "productive struggle" essential for mastery. This philosophy prioritizes human relationships and teacher expertise, ensuring AI serves as a partner in learning rather than a replacement for critical thinking.

The district believes that Generative AI should amplify thinking, not automate learning. Our responsibility is not to ban AI but to provide a framework for Awareness, Literacy, and Fluency. We aim to prepare students for a future requiring digital literacy while preserving human relationships, teacher expertise, and the "productive struggle" necessary for true mastery. To ensure this balance, AI shall never be the sole determining factor in high-stakes decisions; a 'human-in-the-loop' approach is required for all final evaluations.

2. Necessity for AI Guidance

With AI increasingly embedded in daily life and educational technology, a clear framework is required to distinguish tools that rewrite content from traditional search engines. These guidelines provide a shared purpose that protects student data while preventing the use of technology to bypass the learning process.

AI is already embedded in instructional technology and personal lives. This guidance distinguishes Generative AI, which creates or rewrites content, from traditional search tools that solely retrieve existing information. Without a shared framework, students may use AI to bypass learning, and staff may lack consistent guidelines for protecting student data. This handbook removes confusion by providing a shared purpose and a strict framework for its use in the district.

3. AI Standards and Safety

The district strictly enforces data safety by prohibiting the input of Personally Identifiable Information (PII)—including names, birth dates, or biometric records—into unauthorized or open-source tools that share data publicly. Prior informed parental consent is a legal prerequisite for student use, and only district-vetted tools with active Data Privacy Agreements are authorized for educational environments.

The district prioritizes privacy and legal compliance (FERPA, IDEA, ADA, CIPA, COPPA).

Authorized Tools: Only district-vetted tools on the [official authorized list](#) may be used on district computers.

Prior Informed Consent: The district shall obtain prior informed consent from parents/guardians before student AI use.

PII Protection: Users are strictly prohibited from entering Personally Identifiable Information (PII), including names, Social Security Numbers, biometric records, medical history, or date/place of birth, into unauthorized or Open-source AI tools.

Open-source AI Warning: Tools built on public platforms that share data among all users outside the district pose higher risks; therefore, no sensitive data should ever be shared with non-vetted platforms.

Routine Automation Exclusion: These standards do not apply to routine tools like spellcheck, autocorrect, or calculators, provided they do not generate new content beyond simple corrections.

4. Governance of AI Implementation and Review

In accordance with Policy 815.1, the district maintains an AI Implementation Team led by the IT Director.

Mandated Reviewers: Tools are evaluated for age-appropriateness, bias, and data security by the Superintendent, Principals, Solicitor, IT Director, Curriculum Director, and School Librarian.

Annual Review: The handbook and tool list are reviewed annually to evaluate the impact on student learning and ensure legal compliance with active Data Privacy Agreements (DPAs).

The vetting process specifically evaluates tools for data privacy (DPAs), accessibility standards (ADA/IDEA), and the mitigation of algorithmic bias.

5. Shared Accountability

Effective AI integration depends on a collaborative effort where students follow permission scales, teachers outline use in lesson plans, and administrators secure necessary consent. Technology staff support this partnership by enforcing active-agent monitoring and contractual reviews to protect the district's integrity and safety.

Students: Adhere to the 0–5 scale, cite all AI use, and protect PII.

Teachers: Outline AI use in required lesson plans, monitor inputs for bias, and maintain final grading authority. Ensure transparency by specifically outlining Generative AI parameters within required lesson plans.

Administrators: Secure parental consent and ensure AI is not the sole basis for personnel or student decisions.

Technology Staff: Perform contractual reviews, enforce protection measures, and employ active-agent automation to detect unauthorized use.

Families: Provide informed consent and encourage skepticism regarding AI accuracy at home.

6. Academic Integrity, Roles, and Responsibility

Students must navigate a board-mandated 0–5 permission scale, ranging from AI-free independent work to full AI collaboration. Maintaining academic integrity requires mandatory citations for any AI-generated content, as failing to disclose use improperly implies the work is entirely the student's own.

The district uses a board-mandated 0–5 Permission Scale for all assignments. Should an assignment not include a permission level, the assignment is assumed to be at Level 0 (AI Free).

🚀 0 to Infinity 🚀 - NCDPI AI Use Continuum v. 2.0: for Educators		
	Levels	Full Description
0	AI Free	This AI-resistant assessment is completed in a controlled environment, entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensures that students rely solely on their own knowledge, understanding, and skills. Disclosure is not required.
1	AI Planning	AI can be used in the pre-work for the assessment including brainstorming, outlining, researching, creating structures, and generating ideas for improving work. This level focuses on the effective use of AI for planning, synthesis, and ideation but assessments should emphasize the ability to develop and refine these ideas independently. Disclosure is not required.
2	Task-Based AI	AI completes one specific task with human oversight. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. Disclosure is required.
3	AI Collaboration	Students may collaborate with AI to help complete the assignment, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI-suggested outputs, demonstrating their own understanding. Disclosure is required.
4	Full AI Use	AI may be used to complete any elements of the task unless specific use cases are communicated by the teacher. The focus is on students directing AI to achieve the assessment goals while maintaining critical oversight and evaluation to achieve goals and solve problems. Disclosure is required.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. AI should be a 'co-pilot' to enhance your human intelligence and creativity. Disclosure is required.

Originally adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Movaugh. Link to Original Work. Adaptation for Dover Area School District by S. Helwig.

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🚀 0 to Infinity 🚀 NCDPI AI Use Continuum v. 2.0: For Students			
	Levels of AI Use	Can I Use AI on this Assignment? If so, How?	How must I disclose my use of AI?
0	AI Free	No. You may NOT use AI at any point or in any way during this assessment. You must demonstrate your own core skills & knowledge.	No AI disclosure required. May require an academic honesty pledge that AI was not used. Example pledge: "I attest that I did not use any form of AI to complete this work and it demonstrates my own knowledge and skills."
1	AI Planning	You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas. No AI generated content should be submitted in the final product.	No AI disclosure required. May require an academic honesty pledge that AI was used only in the planning process. Example pledge: "I attest that I only used AI to help me think through or understand the assignment, I did not use AI to write, edit, or create."
2	Task-Based AI	You may use AI to assist you with ONE specific area of your assignment. AI may be part of brainstorming, drafting, OR revision, but should not be involved in every step of the process. You must edit and evaluate the AI generated content.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Claude to edit my assignment after it was written, but did not use it for brainstorming or drafting."
3	AI Collaboration	You may use AI to collaborate on your assignment. Collaboration means you work with AI and refine/edit the suggestions that it provides for you. You must critically evaluate and modify any AI-generated content you use to reflect your own understanding, voice, and style.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Gemini 2.5 to brainstorm, research, draft, and evaluate my work."
4	Full AI Use	You may use AI extensively throughout this assessment as you wish, unless specific use cases are directed by your teacher. Focus on directing AI to achieve your goals while also demonstrating critical thinking and evaluating all AI-generated outputs for accuracy and fairness.	Include an AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used ChatGPT 4o as a thought partner throughout the completion of this work."
5	AI Exploration	You should use AI freely and creatively to enhance problem-solving, generate new insights, or develop innovative solutions to solve problems. You are responsible for providing human oversight and evaluation of all AI generated content.	AI disclosure statement that names the person (you), tool(s) used, & how it/they were used must be submitted with your work along with link(s) to AI chat(s). Example disclosure statement: "I used Gemini 2.5 to brainstorm, research, draft, and evaluate my work."

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Citation Mandate: An AI resource shall be cited whenever its content is quoted, paraphrased, or used. Failure to cite a resource implies the work is entirely the student's own and constitutes an integrity violation. Levels 2-5 of the Permission Scale require disclosure of AI use in addition to a citation or chat transcript.

7. Teacher and Student Use of AI

Staff are encouraged to use AI for instructional design and administrative efficiency, while students receive age-appropriate training on navigating AI's capabilities and limitations. Despite these tools, students remain responsible for the accuracy of their submissions, and teachers retain a duty to verify all AI-assisted materials for correctness and bias.

Staff Use: Encouraged for instructional design (lesson plans, rubrics), differentiation (scaffolds), and administrative tasks.

Student Use: Must receive age-appropriate instruction on the capabilities and limitations of AI. Students remain responsible for the accuracy of their final product and are forewarned that AI outputs may be inaccurate.

Verification Duty: Staff remain responsible for evaluating all AI-assisted materials for bias and correctness before instructional use

8. AI Use in Grading and Feedback

To ensure fairness, AI tools or outputs shall not be the sole basis for grading, student discipline, special education determinations, threat assessments, or eligibility decisions. While detection software serves as an aid for identifying potential issues, it cannot serve as the primary evidence for integrity violations, which always require human judgment and documented evidence.

This prohibition extends to personnel decisions, special education determinations, and threat assessments, all of which require documented human judgment.

Detection Limits: AI detection tools may be used as an aid, but results cannot be the sole proof of an academic integrity violation.

9. Design for AI: From Product to Process

Instructional design shifts the focus from final products to learning processes, encouraging students to explain, defend, or revise AI-assisted work. Teachers are encouraged to collect process evidence, such as draft logs and oral defenses, to confirm student ownership and the development of ideas.

Assignments shift from "Weak Tasks" (using AI to write an essay) to "Stronger Tasks" where students must justify AI-generated thesis statements with class evidence or identify errors in AI-generated math steps. Instructional design focuses on the student's ability to explain, defend, or revise their work. Teachers are encouraged to collect process evidence, such as draft logs, revision histories, and oral defenses, to verify student ownership of ideas.

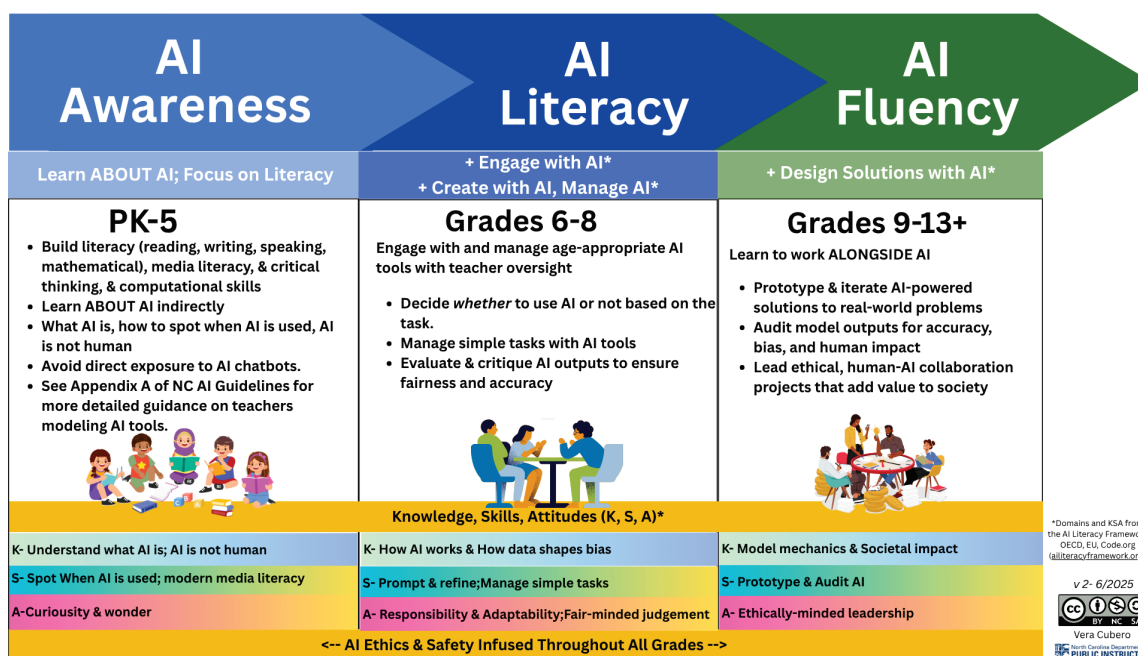
10. AI Awareness, Literacy, and Fluency

It is the intention of the Dover Area School District to implement age appropriate levels of use and implementation for Generative AI. Foundationally, Generative AI knowledge of what it is and is not, must be provided to primary and elementary aged students. For these reasons, the following levels of AI use and understanding are adopted.

Kindergarten –Grade 5: Foundational awareness that AI can make mistakes and requires skepticism.

Grade 6–Grade 8: Functional literacy focusing on patterns, prompts, and bias.

Grade 9–Graduation: Fluency prioritizing human agency, career impacts, and proper citation. Students must demonstrate the ability to critically 'fact-check' AI outputs against Board-approved curriculum and trusted databases.



11. Accessibility, Inclusion, and Learner Support

AI is a supplemental tool used to support IDEA, ADA, and Section 504. It provides pathways for multilingual learners and scaffolding for executive functioning. However, AI shall not replace specially designed instruction (SDI) or professional evaluations. The district provides additional training to ensure equitable access for students with disabilities.

Equitable Access: The district shall provide additional training to ensure students with disabilities have the same opportunities to engage with authorized AI tools as their peers.

12. AI Ethics, Bias, and Responsibility

The district prohibits using AI to create or access sexually explicit materials, content harmful to minors, or content promoting discrimination, harassment, bullying, bias or the creation of manipulated media (deepfakes) intended to impersonate or harass others. All users must comply with federal copyright laws when using AI.

13. Family and Community Communication

The district maintains transparency by posting Policy 815.1 on the website. Families are provided with an accurate forewarning, the district will provide families with clear instructions on how to access the [Authorized Tools List](#) and the full text of Board Policy 815.1, and are encouraged to talk with students about how they verify AI output and protect their privacy.

14. Use and Misuse: Procedures and Consequences

Any suspicious AI activity must be immediately reported to the building principal, with misuse potentially resulting in disciplinary action or legal referral. Suspicious AI activity can include actions that are harmful to others or those that are academically dishonest. Expectations and liabilities for damages resulting from harmful AI use can extend to off-campus conduct that impacts the educational environment, ensuring a consistent standard of responsibility. Academic dishonesty and AI use is addressed in each school's Student Handbook and consequences for misuse range from a 0 for the assignment to detention or suspension depending on the number of violations.

Mandatory Reporting: Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Consequences: Misuse may result in loss of privileges, disciplinary action, and referral to legal authorities for illegal acts or theft of services.

Liability: Users are responsible for damages to district equipment or systems resulting from deliberate or willful acts. This policy applies to conduct occurring both on and off school property.

Off-Campus Scope: These expectations apply to conduct occurring off school property or during non-school hours to the same extent as the student discipline policy.

Academic Integrity/Plagiarism: The willful replacement of original thought. It is expected that Dover students take pride in their work and take ownership of the learning process. The submission of AI outputs or the use of AI in any other form than that which was assigned, is viewed as a violation of academic integrity/plagiarism, also known as academic dishonesty. Students are expected to use AI as a learning partner, where permitted, appropriately citing and disclosing AI use and thus providing transparency and avoiding academic dishonesty.

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