



Voorhees Township School District Plan for  
Use of Artificial Intelligence

*Tools for Generative AI*

**Revised: 09/18/2024**

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### I. PURPOSE

#### I.1. Explanation of the purpose of the plan:

The purpose of this planning document is to establish guidelines for the ethical, secure, and responsible use of Artificial Intelligence (AI) technologies in our school community. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that students' privacy, security, and ethical considerations are taken into account.

### II. SCOPE

#### II.1. Explanation of the scope of the plan:

This planning document applies to all members of our school community, including students, teachers, administrative staff, and other stakeholders who may use AI technologies in the school environment. It particularly covers generative AI technologies, such as Large Language Models (e.g., a deep learning algorithm that can perform a variety of natural language processing (NLP) tasks).

#### II.2. Identification of stakeholders involved in the implementation of the plan:

The following stakeholders are involved in the implementation of this plan: board of education, school leadership, teachers, administrative staff, students, and parents/guardians.

### III. STATEMENTS

#### III.1. Clear statement of the school's commitment to ethical use of AI:

Our district is committed to using AI technologies in an ethical, transparent, and responsible manner. We acknowledge that AI technologies have the potential to significantly enhance student learning and engagement, but we also recognize the importance of protecting student privacy and ensuring that the use of these technologies is consistent with ethical considerations.

#### III.2. Explanation of the importance of AI technologies to the district's mission:

The use of AI technologies in our school aligns with our mission to provide a high-quality education that prepares our students for success in the 21st century. AI technologies have the potential to support personalized learning and help teachers identify areas where students need extra support. They can also support research and writing activities and provide opportunities for students to develop skills related to critical thinking, problem-solving, and digital literacy.

### IV. RESPONSIBILITIES

#### IV.1. Identification of the individuals and groups responsible for the implementation and maintenance of the plan:

The following individuals and groups are responsible for the implementation and maintenance of this plan:

- AI Coordinator: responsible to develop the district's AI plan and oversee the use of all AI tools in the district.
- School leadership: responsible for providing resources, guidance, and support for the implementation of the plan.
- Technology Specialists: responsible for providing ongoing training and support to all district staff and students including instruction and implementation of AI protocols and ethical use.
- Teachers: responsible for implementing the plan in their classrooms, including providing instruction on the ethical and responsible use of AI technologies.
- Administrative staff: responsible for ensuring that AI technologies are used in compliance with the plan, including data privacy and security policies.
- Students: responsible for using AI technologies in an ethical and responsible manner, as outlined in this plan.
- Parents/guardians: responsible for supporting their children's appropriate and ethical use of AI technologies in compliance with this plan.

## V. ETHICAL CONSIDERATIONS, TRANSPARENCY AND ACCOUNTABILITY

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide among students and staff. We are committed to evaluating AI tools for biases and ethical concerns, ensuring they effectively serve our diverse educational community.
2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.
3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.
4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.
5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.
6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as "critical consumers" of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.

7. **We commit to auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

Our district recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.

While issuing standalone AI guidance may serve as an initial step, relevant guidelines should also be incorporated into existing policies, such as responsible use policies, privacy policies, and academic integrity policies.

## VI. DATA PRIVACY AND SECURITY

We will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

The district's selection process for the digital tools it implements is described in its Technology Plan for Digital Learning 2023-26 and may be found in the Software and Online Resources component within the Current Environment section.

Extending this to AI, additionally, we must vet curriculum materials and delivery platforms based on the machine learning model implemented by the publisher or service provider, with criteria to include:

- Data Privacy
- Bias & Fairness
- Content Quality
- Accessibility
- Technical Maintenance
- Feedback Mechanisms

Once a proposed application is confirmed to meet the intended instructional requirements, we then implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school are to be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

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.

### ***Privacy Protocol: AI & Data Collection***

- *Data Collection:* Parents, guardians, and students will be informed of specific data collection initiatives, and where applicable, consent will be sought. All AI-driven data collection will adhere to local data protection regulations and best practices.
- *Third-Party AI Tools:* The school's approved list of AI tools should always be consulted. Unauthorized AI tools might not adhere to our data privacy standards.
- *Personal Information:* Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization, including any data related to student education records.

## **VII. ACCESS AND EQUITY**

Generative AI is a transformative technology that will elevate student success, empower educators, and enhance the ways we teach and learn. We believe – when implemented with an intentional, secure, and human-driven approach – Generative AI has the power to promote equitable and impactful learning experiences for everyone.

Using AI tools to promote equity in education requires both access and thoughtful implementation. The district must carefully evaluate the access of AI tools for students, rather than take the approach of general bans. Considerations should be given to age restrictions, data privacy, and security concerns as well as to alignment with teaching and learning goals, curriculum, and the overall district technology plan. Attempting to enforce broad bans on AI is a futile effort that widens the digital divide between students with independent access to AI on personal devices and students dependent on school or community resources. Closing the digital divide in an age of AI still begins with internet connectivity, device availability, and basic digital literacy.

Ensuring widespread access to AI tools presents opportunities to use their capabilities to promote equity; however, district leaders must implement thoughtful safeguards and oversight to minimize associated risks. For example, AI tools can provide instant translations of both written and spoken language, allowing more engagement with non-native English speakers, but plagiarism-detection tools can be biased against those same speakers. Educators and administrators should be aware of these issues and thoroughly evaluate the use of these tools for accuracy, as well as cultural and linguistic inclusion.

Schools must ensure that their digital content and technologies are accessible to students with disabilities, and this includes AI. AI systems must be programmed with accessibility features, such as screen readers and text-to-speech capabilities. Additionally, we must provide ongoing training and support to teachers and staff on how to use AI tools in a way that is inclusive of all students.

### ***Standardization on AI Tools***

In certain instances, it's best for the district to standardize on a single platform to better and more easily ensure control, and to provide professional development, peer-to-peer support, and technology department support to end users. Beginning in 2024-25, the district has adopted and standardized on the MagicSchool platform, including MagicSchool for Students, for exclusive use. Any teacher of students at any grade level in any school may permit their students to use AI in assignments so long as they are using the district adopted platform, MagicSchool for Students. There is no age restriction for usage for the student platform, as use of specific tools are assigned and monitored by an educator from their dashboard.

The MagicSchool platform was designed to be suitable for students under 13, in compliance with relevant laws like the Children's Online Privacy Protection Act (COPPA), ensuring the content is appropriate and children's privacy is protected. The MagicSchool platform responsibly extends the benefits of this technology to younger students, adhering to legal and safety standards. However, the decision on the appropriate age to use this platform rests with the classroom teacher and MagicSchool for Students is always monitored from a responsible adult on the teacher dashboard who can see all interactions.

MagicSchool trains its AI models to moderate content so as to decline certain requests based on age, a school-based setting, and inappropriate content as layers on top of the base models they use that have their own safeguards in place as well.

As a teacher, school, or district bringing on AI systems to prepare for the future, it's important to also understand that there is randomness associated with the technology that is inherent to being generative. Students will find creative ways to get around the safeguards at times despite our best efforts, but we still think it's important that students have access to AI.

MagicSchool is built so students learn about responsible use under the guidance of their teachers safely rather than on their own (teachers can observe all interactions by the students of the tool on their dashboard). Teachers can help bring students inside the lines when they color outside of them - which is something very familiar for educators who have had students use technology inappropriately.

The use of any other generative AI program (e.g., OpenAI's ChatGPT, Google's Gemini, Microsoft's Copilot, etc.) must adhere to the age restrictions determined by the provider, which is generally for those 13 or older, otherwise written parental permission must be collected by the teacher or school office prior to use.

## **VIII. ACCEPTABLE USE**

### ***Responsible Use of AI Tools***

Our district recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy.

Each year students and parents are presented with a “Student Technology Use & Internet Safety Contract.” It provides a statement listing some general concerns about the use of online resources and provides specific rules for the use of school technology tools and well as tools that incorporate AI technologies. Within the contract, it is stated that there is to be an understanding that the student will be provided with managed accounts for access to online resources for school-related activities. Both the student and a parent or guardian must sign the document in consent, and that action is recorded as part of the student’s record in the district’s student information system.

Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Below are some examples of responsible uses that serve educational goals.

#### Student Learning

- *Aiding Creativity*: Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- *Collaboration*: Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- *Communication*: AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- *Content Creation and Enhancement*: AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- *Tutoring*: AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

#### Teacher Support

- *Assessment Design and Analysis*: In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- *Content Development and Enhancement for Differentiation*: AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- *Continuous Professional Development*: AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers’ needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- *Research and Resource Compilation*: AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

## School Management and Operations

- *Communications*: AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- *Operational Efficiency*: Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- *Learning Management Systems (LMS)*: AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

## **Prohibited Use of AI Tools**

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

### Student Learning

- *Bullying/harassment*: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- *Overreliance*: Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- *Plagiarism and cheating*: Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity policies will continue to be applied.

### Teacher Support

- *Societal Bias*: AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will be taught to understand the origin and implications of societal bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.

- *Diminishing student and teacher agency and accountability:* While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping "humans in the loop."
- *Privacy concerns:* AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

#### School Management and Operations

- *Compromising Privacy:* The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- *Noncompliance with Existing Policies:* We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.
- *Unequal access:* If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

## IX. ACADEMIC INTEGRITY

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility. For example, staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output; Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments; and AI can adapt materials for students with different learning needs, showing respect for individual differences. Other considerations include:

*Assignments:* Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. They should articulate why they do not allow its use in other assignments or parts of assignments.

*Bias & Critical Thinking:* Teachers and students alike should critically evaluate AI-generated content for potential biases or inaccuracies and understand the limitations of AI and the importance of cross-referencing with trusted sources.

*Plagiarism:* AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism. If a student includes material generated by an AI program, whether further manually revised or not, it should be cited like any other reference material (with due consideration for the quality of the reference). Plagiarism involving AI-generated content will be treated with the same severity as traditional plagiarism. Consequences may include academic penalties, loss of credit for the assignment, and disciplinary actions as outlined in the district's Plagiarism policy.

*Use of AI Detection Tools:* At present, technologies that claim to detect content developed by generative AI are not sufficiently accurate to make reliable determinations of cheating and plagiarism. Therefore, while some teachers might use such systems to inform the feedback they provide to students about improving their writing, we discourage reliance on these systems to determine responsibility in cases where plagiarism is suspected. Teachers will need to become more proactive, restructuring assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection.

## X. ASSESSMENT PROCESSES

In addition to enhancing assessments by automating question creation, providing standardized feedback on common mistakes, and designing adaptive tests based on real-time student performance, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.

AI tools for assessment can:

- increase fairness by identifying and minimizing biases in grading and assessments
- be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated
- create assessments that render timely, effective feedback
- augment grading efficiency and consistency

Teachers must adapt assignments, assessments, and grading, which could include features like a scaffolded set of tasks; connections to personal and/or recent content for longer out-of-class assignments; in-class presentations to demonstrate content learned, regardless of if or how AI supported that learning; appropriate citations of AI (like any other source) showing what was used and how; and some skill assessments designed to remove the possibility of AI support.

Any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes. These decisions include instructional decisions, such as assessment or academic interventions, and operational decisions, such as hiring and resource allocation. AI systems should serve in a consultative and supportive role without replacing the responsibilities of students, teachers, or administrators.

## XI. CITATION AND REFERENCING

Although prompt engineering in generative AI is emerging as a critical writing skill, students may not submit any work consequently generated by an AI program as one's own. If a student includes material generated by an AI program, whether further manually revised or not, it should be cited like any other reference material (with due consideration for the quality of the reference).

**Citations:** Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:

[MLA Style - Generative AI](#)

[APA Style - ChatGPT](#)

[Chicago Style - Generative AI](#)

## XII. ACCURACY AND CREDIBILITY

The use of AI to pursue educational goals must be carefully aligned with the core values and ethics of the education system. This means identifying and mitigating the risks of AI in education so that the benefits may be realized. AI-generated content may possess biases or inaccuracies.

Bias built into the data used for training, may contain racist, sexist, homophobic, transphobic, xenophobic, conspiratorial, threatening, violent, and other types of biased and toxic information. Users must be responsible to always verify and check information prior to finalizing.

Misinformation can be produced by generative AI tools and disseminated at scale, leading to widespread misconceptions. "Hallucinations," or errors in AI language models based on the basic design of AI systems - they're built to generate likely sequences of words, rather than true statements. Made up facts, numbers, citations is information provided by generative AI are relatively common and may not be accurate.

Students should learn how to critically evaluate all AI-generated content for misinformation or manipulation, assess AI-generated content to discern between reliable outputs, verify AI-produced results using trusted sources before considering them in academic work, and be taught about the responsible development and sharing of content. Furthermore, students should learn about "the impact of AI on our lives, including the ethical issues it raises," and teachers should be provided training to recognize misinformation. AI systems should be deployed in ways that support and maintain human decision-making in the process of teaching and learning.

### XIII. PROFESSIONAL DEVELOPMENT

In parallel with guidance and policies that address immediate concerns, the district must prioritize professional development for all staff and bring together individual educators' experiences with AI to document successes, identify gaps, and build collective organizational knowledge and capacity. A systemwide approach would go beyond instructional issues to include operational considerations such as evaluating AI tools already in use and creating selection criteria for future evaluations. It also leads to more equitable AI integration across classrooms and prevents inequities from emerging when innovation diffuses haphazardly. We must ensure policies account for the training needs of educators to implement new guidelines effectively.

We will create and deliver training to administrators, teachers and staff that addresses:

- Use of generative AI tools to enhance instruction and productivity
- Provision of programs and content based on staff interests and career stages
- Using commonly available AI technologies to support the adaptation of assignments and assessments
- Understanding of AI related policies, procedures, and consequences for any infringement
- Data security – the protection of and compliance with relevant data privacy laws, such as Family Educational Rights and Privacy Act (“FERPA”), Children's Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA).
- Verification of accuracy and appropriateness of AI generated content, especially if it is used in educational materials or assessments
- Recognition and mitigation of bias in AI generated content
- Accessibility - guaranteeing that AI generated content and tools are accessible to all students, including those with disabilities
- Understanding of the importance of transparency and ethics when implementing AI tools
- Providing and sharing feedback on AI generated content, allowing for continuous improvement

We will modify the existing curriculum to include content related to the benefits and pitfalls of using AI tools in society, and to develop and enhance related skills. This will include evolved concepts for existing “Digital Literacy” and “Digital Citizenship” programs that address academic integrity, appropriate use and risk awareness. Content will include but not be limited to:

- How to use AI productively and effectively
- Explanation of guidelines
- Appropriate/inappropriate uses
- Explanation of policy violations and consequences
- Generative AI exploration
- Differentiated experiences for students based on technology experience

In support of curriculum revision, AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.

#### XIV. COMMUNITY ENGAGEMENT

We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide among students and staff. We are committed to evaluating AI tools for misinformation, biases and ethical concerns, ensuring they effectively serve our diverse educational community. AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.

We must establish balance, exploring the opportunities of AI while proactively mitigating the risks. In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI and evaluate if and when to use AI tools.

#### XV. REVIEWING AND UPDATING THE PLAN

This AI planning document sets parameters for all the ways AI may be used responsibly by district administrators, teachers, staff and students that lists goals for appropriate use, with clear expectations and consequences. These tasks include but are not limited to:

- Staying informed about any legal and regulatory requirements related to AI use in education, which can change over time
- Collaborating with other school districts or educational institutions to share best practices and insights on using generative AI
- Adopting new policies and create related guidelines and procedures for responsible and ethical use of AI, preventing misuse or overreliance on automated content generation
- Clearly defining the roles and responsibilities of educators and administrators when using AI for accountability; including oversight and decision-making
- Implementing new procedures, evaluate effectiveness, and modify as needed
- Maintain alignment with the district policy 2365 Acceptable Use of Generative Artificial Intelligence (AI)

This guidance will be reviewed annually, or sooner, to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. In the event the Superintendent determines a provision(s) of the district's AI Plan becomes inapplicable, inappropriate, undesirable, and/or irrelevant for any reason in the school setting, the Superintendent may revise or suspend a provision(s) of the district's AI Plan. In such case, the

Superintendent will report to the Board the reason for the revision or suspension and recommend the Board ratify the Superintendent's actions.

## REFERENCE

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from [teachai.org/toolkit](https://teachai.org/toolkit). December 3,2023.

[Literacy Cookbook](#), Sarah Tantillo, Ed.D., LLC