



# The Belgrade School District Artificial Intelligence (AI) Guidebook

Final Draft: June 16, 2025

# Executive Summary

## Introduction:

This guidebook provides the Belgrade School District staff, students and parents with essential information and guidelines for the responsible, ethical, and effective integration of Artificial Intelligence (AI) tools in educational settings. It is designed to foster innovation and enhance learning experiences while prioritizing student privacy, safety, and compliance with all relevant regulations, particularly the Children's Online Privacy Protection Act (COPPA) and the Family Educational Rights and Privacy Act (FERPA). This document serves as a living resource, to be regularly reviewed and updated as AI technology and best practices evolve.

## Key Focus Areas:

- **Student Privacy and Data Protection (COPPA & FERPA Compliance):** The guidebook emphasizes strict adherence to COPPA and FERPA regulations. It outlines clear protocols for selecting and utilizing AI tools that minimize data collection, ensure secure data handling, and respect student and parental rights. This includes guidance on obtaining verifiable parental consent where required by COPPA, understanding FERPA's definition of student education records and directory information, and implementing data minimization principles across all AI applications. Resources from the Federal Trade Commission (FTC) and the U.S. Department of Education are central to these guidelines.
- **Ethical and Responsible AI Use:** Beyond legal compliance, the guidebook promotes ethical AI practices. It addresses potential biases in AI algorithms, encourages critical evaluation of AI-generated content, and fosters digital citizenship skills in students. It provides guidance on using AI tools responsibly for learning, research, and creative activities, while discouraging misuse or over-reliance. Resources from AI ethics organizations like the AI Now Institute and frameworks like IEEE Ethically Aligned Design inform this section.
- **Educational Applications and Best Practices:** The guidebook explores the potential of AI to enhance teaching and learning. It provides examples of appropriate AI tools for various educational purposes, such as personalized learning, assessment, and administrative tasks. It emphasizes the importance of teacher professional development to effectively integrate AI, focusing on pedagogical approaches that leverage AI's strengths while maintaining human-centered instruction. Pedagogical approaches are the various strategies, methods, and theories educators use to deliver instruction and facilitate learning. Resources from NIST, ISTE, CoSN, and EdSurge contribute to this section, highlighting practical strategies and frameworks for educational technology integration.

- **Transparency and Communication:** The guidebook stresses the importance of transparency in AI implementation. It encourages clear communication with students, parents, and staff about how AI tools are being used, the purpose of data collection (if any), and the safeguards in place to protect privacy. This includes providing accessible information about the district's AI policies and procedures.
- **Practical Guidance and Resources:** The guidebook offers practical tools and resources to support implementation. This includes:
  - **Checklists and decision-making frameworks** for evaluating AI tools for privacy and ethical considerations.
  - **Templates for parental consent forms** (where necessary under COPPA).
  - **Examples of acceptable and unacceptable AI use cases** in the classroom.
  - **Links to external resources** from organizations like the FTC, Department of Education, ISTE, and privacy advocacy groups.
  - **Information on district-provided training and support** for staff on AI and privacy best practices.

## Goals and Outcomes:

This AI Guidebook aims to:

- **Empower educators** to leverage AI tools effectively and ethically to enhance student learning.
- **Ensure student privacy and data security** are paramount in all AI initiatives.
- **Promote responsible digital citizenship** and critical thinking skills in students regarding AI.
- **Foster a culture of transparency and trust** within the school community regarding AI adoption.
- **Maintain full compliance** with COPPA, FERPA, Montana state laws, and best practices for student data privacy.

## Conclusion:

The Belgrade School District is committed to embracing the potential of AI to enrich education while upholding the highest standards of student privacy and ethical responsibility. This guidebook serves as a foundational resource to navigate the evolving landscape of AI in education, ensuring a safe, and innovative learning environment for all students. Regular review and updates will ensure the guidebook remains relevant and effective in guiding the district's responsible AI journey.

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# Section 1: Introduction

## 1.1 Welcome and Purpose of this Guidebook

Welcome to the Belgrade School District's guide to Artificial Intelligence (AI) in education! We are living in a time of incredible technological advancement, and AI is rapidly transforming many aspects of our lives, including how we teach and learn. At the Belgrade School District, we are excited about the potential of AI to enhance educational experiences for all our students and support our dedicated staff.

This guidebook is designed to be your comprehensive resource for understanding and responsibly integrating AI tools and technologies into our classrooms and school operations. It is written for all members of the Belgrade School District community – teachers, administrators, staff, parents and students – to ensure we are all informed and prepared as we navigate this exciting new frontier in education.

**Specifically, this guidebook aims to:**

- **Empower Educators:** Provide you with the knowledge and practical guidance needed to effectively and ethically leverage AI tools to enrich your teaching practices, personalize learning for students, and streamline administrative tasks.
- **Prioritize Student Privacy and Safety:** Clearly outline our district's unwavering commitment to protecting student privacy and ensuring the safe and responsible use of AI, with a strong focus on compliance with the Children's Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), and all applicable state and federal regulations.
- **Promote Ethical and Responsible AI Use:** Foster a culture of responsible digital citizenship by outlining ethical considerations related to AI, including addressing potential biases, promoting fairness, and encouraging critical thinking skills in our students as they interact with AI.
- **Foster Innovation and Enhance Learning:** Showcase the potential of AI to personalize learning experiences, provide valuable feedback, enhance accessibility, and spark creativity, ultimately leading to improved student outcomes and a more engaging learning environment.
- **Ensure Transparency and Open Communication:** Maintain open communication with our entire school community about how AI is being implemented in our district, addressing any questions or concerns, and building trust in our responsible approach to AI adoption.

We believe that by working together and using this guidebook as a shared resource, we can harness the power of AI to create even more dynamic, effective learning experiences for all students in the Belgrade School District, while upholding our core values of student privacy, safety, and ethical responsibility.

This guidebook is a living document. The field of AI is constantly evolving, and so too will our understanding and application of it in education. We are committed to regularly reviewing and updating this guide to reflect the latest best practices, address emerging challenges, and ensure it remains a valuable and relevant resource for our school community. This document was created in collaboration with offline self-hosted AI tools. Your feedback and questions are always welcome as we embark on this exciting journey together.

## 1.2 What is Artificial Intelligence (AI)?

You've likely heard the term "Artificial Intelligence" or "AI" quite a bit lately. But what exactly *is* AI, especially in the context of education? Simply put, Artificial Intelligence refers to the ability of computer systems to perform tasks that typically require human intelligence. Think of it as teaching computers to think, learn, and solve problems in ways that mimic human cognitive abilities.

**Instead of focusing on complex technical definitions, let's think about AI in terms of what it does in education:**

**Learning from Data:** At its core, AI relies on analyzing large amounts of data to identify patterns, make predictions, and improve its performance over time. For example, an AI-powered learning platform might analyze student performance data to personalize learning pathways and provide targeted support where needed.

**Automating Tasks:** AI can automate repetitive or time-consuming tasks, freeing up educators to focus on more important aspects of teaching, such as building relationships with students, providing individualized guidance, and fostering creativity and critical thinking. Examples include AI tools that can grade multiple-choice tests, summarize information, or schedule meetings.

**Personalizing Experiences:** AI can help tailor learning experiences to individual student needs and learning styles. This might involve AI-powered tools that adjust the difficulty level of assignments, provide personalized feedback, or recommend learning resources based on a student's progress and interests.

**Assisting with Creative Tasks:** While AI is not yet a replacement for human creativity, it can be a powerful tool to assist with creative tasks. For example, AI writing assistants can

help students brainstorm ideas, improve sentence structure, or even generate different creative text formats, like poems or scripts.

**Providing Insights and Analytics:** AI can analyze educational data to provide valuable insights into student learning, curriculum effectiveness, and school operations. This data-driven approach can help educators and administrators make more informed decisions to improve educational outcomes.

**It's important to understand that AI in education is not about replacing teachers.**

Instead, it's about providing educators and students with powerful tools to enhance teaching and learning. Think of AI as a helpful assistant – a tool that can augment human capabilities and free us to focus on what truly matters: building meaningful relationships, fostering critical thinking, and nurturing a love of learning in our students.

Throughout this guidebook, we will explore different types of AI tools that are relevant to education and discuss how to use them effectively, ethically, and responsibly in the Belgrade School District.

## Section 2: Foundational Principles: Student Privacy and Legal Compliance

### 2.1 Unwavering Commitment to Student Privacy

At the Belgrade School District, the privacy and well-being of our students are paramount. This commitment extends to every aspect of our educational environment, including the adoption and use of Artificial Intelligence (AI) technologies. We recognize that student data is sensitive and must be protected with the utmost care and diligence. As we integrate AI into our classrooms and operations, our guiding principle will always be: **student privacy first, guided by a comprehensive risk management approach.**

### 2.2 COPPA: Children's Online Privacy Protection Act (Updated Rule - 2025)

The Children's Online Privacy Protection Act (COPPA) is a U.S. federal law that protects the online privacy of children under 14. It sets rules for online service operators, including schools in certain situations, about collecting, using, and sharing personal information from these children. **A significant update to the COPPA Rule was published in the Federal Register on April 22, 2025, becoming effective on June 23, 2025, with most requirements requiring compliance by April 22, 2026.** This section summarizes the key changes from the updated 2025 COPPA Rule that affect how AI tools and other online services must handle children's data. Although COPPA addresses students under the age of 14, the Belgrade School District uses these requirements across all grades K-12.

#### 2.2.1 Understanding Updated COPPA Requirements for Schools

The updated 2025 COPPA Rule changes, and clarifies several requirements for operators, which impacts how the Belgrade School District must work with online educational tools and AI platforms used with students under 14. The new rule provides more detail on how operators must provide privacy notices, what counts as verifiable parental consent, how data must be secured, and rules around data retention and deletion. Importantly, while the Notice of Proposed Rulemaking (NPRM) that led to this rule had proposed specific language for educational technology and school authorization, **the Federal Trade Commission (FTC) decided not to finalize those specific proposals in this rule** to avoid potential conflicts with planned updates to FERPA regulations by the Department of Education. Therefore, schools will continue to rely on the FTC's existing guidance regarding school authorization under COPPA when authorizing the use of educational technologies.

## 2.2.2 Defining "Child," "Personal Information," and "Online Contact Information" under Updated COPPA (§ 312.2)

The updated 2025 COPPA Rule clarifies and expands the definitions of certain terms:

- The definition of "**Child**" (under 14) remains unchanged.
- The definition of "**Personal information**" has been updated. It now explicitly includes government-issued identifiers (like State ID cards, birth certificates, or passport numbers) and other methods that can be used for automated recognition. This means if an AI tool collects these types of data from children under 14, it is collecting personal information subject to COPPA.
- The definition of "**Online contact information**" has also been amended. It now specifically includes mobile telephone numbers, but only if they are used solely to send text messages to a parent in connection with obtaining parental consent for COPPA.

## 2.2.3 Updated Verifiable Parental Consent: When and How to Obtain It (§ 312.5)

Obtaining verifiable parental consent is still required before collecting, using, or disclosing personal information from children under 14, unless an exception applies. The 2025 Rule has made notable changes to how consent must be handled:

- The rule now specifically requires **separate verifiable parental consent for disclosing** children's personal information to third parties, unless that disclosure is an essential part of the online service. Access to the service cannot be conditioned on consenting to disclosures to third parties that are not integral.
- The list of **approved methods for obtaining verifiable parental consent** has been updated and codified in the rule. This includes modified versions of existing methods and codifying methods previously approved through a separate process. The requirements for these methods, including any necessary verification steps or prompt deletion of verification data, are detailed in the updated rule.
- Specific **exceptions to the consent requirement** remain, such as for using persistent identifiers solely for internal operations.

The Belgrade School District will ensure that our practices for obtaining parental consent for AI tools align with the requirements and approved methods specified in the updated 2025 COPPA Rule.

## 2.2.4 Updated COPPA Compliance Checklist for AI Tool Selection

Our checklist for evaluating AI tools for use with students under 14 (Appendix B) has been revised to incorporate the specific requirements of the 2025 COPPA Rule. This includes assessing whether the tool collects information defined as "personal information" under the new rule, verifying that notice content meets the updated standards (§ 312.4), confirming that the method for obtaining verifiable parental consent aligns with the new/modified methods and their conditions (§ 312.5(b)(2)), checking for requirements for separate consent for disclosure (§ 312.5(a)(2)), and verifying data security (§ 312.8) and retention/deletion practices (§ 312.10) against the new rule's mandates. **Refer to the revised Appendix B for the current evaluation criteria.**

## 2.2.5 Resources and Further Information on Updated COPPA

For the definitive text and most current guidance on the 2025 COPPA Rule, please refer directly to the official resources provided by the Federal Trade Commission (FTC). The content at these links reflects the new rule, effective June 23, 2025.

**Federal Trade Commission (FTC) - COPPA Website:** <https://www.ftc.gov/business-guidance/privacy-security/childrens-privacy>

**COPPA Rule (2025 Version - Federal Register Document 2025-05904):**  
<https://www.federalregister.gov/documents/2025/04/22/2025-05904/childrens-online-privacy-protection-rule>

**FTC's Updated Complying with COPPA: Frequently Asked Questions:**  
<https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions>

**FTC Policy Statement on Education Technology and COPPA (May 19, 2022):**  
<https://www.ftc.gov/legal-library/browse/policy-statement-federal-trade-commission-education-technology-childrens-online-privacy-protection> - *This document provides existing guidance on how COPPA applies in the ed tech context, particularly regarding school authorization.*

**Important Note:** Laws can change. The information here is meant to give you a general idea, but you should always check the official websites for the most up-to-date laws and rules.

## 2.3 FERPA: Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a separate federal law administered by the U.S. Department of Education. It protects the privacy of student education records for all students, regardless of age. **The updated 2025 COPPA Rule, which is an FTC regulation, does not directly change the requirements of FERPA.** However, it's important to understand how these laws work together when using AI tools in schools.

### 2.3.1 Understanding FERPA in the Context of AI

FERPA grants parents and eligible students rights related to their education records, including control over disclosure of personally identifiable information from these records. When AI tools access, process, or generate student data that constitutes an education record, FERPA applies. The Belgrade School District will ensure that any contracts with AI vendors who handle student education records comply with FERPA, typically by designating the vendor as a "school official" with a legitimate educational interest and maintaining direct control over the data.

### 2.3.2 Defining "Student Education Records" and "Directory Information" under FERPA

These definitions are established by FERPA itself and are not altered by the 2025 COPPA Rule. "Student education records" are broadly defined as records directly related to a student and maintained by the school, while "directory information" is specific, less sensitive information that can be disclosed with proper notice and opt-out.

### 2.3.3 Parent and Eligible Student Rights under FERPA

FERPA grants parents (and eligible students) significant rights regarding their education records:

- **Right to Inspect and Review Education Records:** Parents and eligible students have the right to inspect and review their education records within 45 days of a request.
- **Right to Request Amendment of Education Records:** Parents and eligible students have the right to request that the school amend education records they believe are inaccurate or misleading.
- **Right to Consent to Disclosure of Education Records:** Generally, schools must have written consent from parents or eligible students before disclosing personally identifiable information from a student's education records to a third party. There are exceptions to this consent requirement (see below).

- **Right to File a Complaint:** Parents and eligible students have the right to file a complaint with the U.S. Department of Education if they believe the school has violated their FERPA rights.

#### 2.3.4 FERPA Considerations for AI Tools that Process Student Data

- Compliance with FERPA is required when using AI tools that interact with student education records. This involves ensuring valid consent or an exception (like the "school official" exception for vendors) permits access to education records, and maintaining robust data security practices for those records, consistent with FERPA's requirements. While the 2025 COPPA Rule focuses on protecting children under 14 online, its data security and privacy requirements can complement FERPA's requirements for older students and education records.

#### 2.3.5 Resources and Further Information on FERPA

For more detailed information about FERPA, please refer to the following resources from the U.S. Department of Education:

- **U.S. Department of Education - FERPA Website:**  
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- **FERPA Regulations:**  
[https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/An%20Eligible%20Student%20Guide%20to%20FERPA\\_0.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/An%20Eligible%20Student%20Guide%20to%20FERPA_0.pdf)
- **FERPA FAQs and Guidance Documents:**  
<https://studentprivacy.ed.gov/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa>

**Privacy Technical Assistance Center (PTAC):** <https://studentprivacy.ed.gov/>

**Important Note:** Laws can change. The information here is meant to give you a general idea, but you should always check the official websites for the most up-to-date laws and rules.

## 2.4 Montana State Laws and Regulations

In addition to federal laws, Montana may have specific state statutes or regulations pertaining to student data privacy, technology use in schools, or data security. Federal laws like COPPA and FERPA set a baseline; state laws can impose additional requirements

but generally cannot weaken federal protections. The 2025 COPPA Rule does not directly change Montana state laws.

### 2.4.1 Overview of Relevant Montana State Laws Related to Student Data Privacy

The best places to find the official state laws and guidance for Montana are:

- **The Montana Office of Public Instruction (OPI) Website:** <https://opi.mt.gov/> - You can search this site for information about student privacy, technology in schools, and data security. Look for guidelines or policies related to technology and data.
- **Montana State Legislature Website:** <https://www.legmt.gov/> - This site has the actual laws (statutes) for Montana. You would need to search for laws related to education, schools, privacy, and data. (Finding the specific statutes can sometimes be tricky without legal help).

**Important Note:** Laws can change. The information here is meant to give you a general idea, but you should always check the official Montana state websites for the most up-to-date laws and rules.

### 2.4.2 The Belgrade School District's Alignment with State Regulations

The Belgrade School District is fully committed to complying with all applicable Montana state laws and regulations concerning student privacy and the use of technology in schools, in addition to federal requirements.

Our district policies, including this AI Guidebook, our Student Records Policy (Policy 3231), Student Privacy Policy (Policy 3232), Internet Safety and Technology Use Policy (Policy 3620), and Electronic Resources Policy (Policy 3622), are designed to align with both federal law (including the updated 2025 COPPA Rule and FERPA) and Montana's legal requirements.

We will continue to monitor legislative changes at the state level and update our policies and practices as necessary to ensure ongoing compliance. Our commitment includes adhering to any Montana-specific requirements regarding data handling, security, or vendor contracts that may supplement federal law.

## 2.5 Data Security and Breach Prevention

Implementing robust data security measures is a critical component of protecting student privacy and managing risks associated with AI. This is a requirement under both FERPA and the updated 2025 COPPA Rule (§ 312.8).

### 2.5.1 District Protocols for Data Security in AI Systems

The Belgrade School District adheres to the following protocols to ensure the security of student data processed by AI systems, aligning with the updated 2025 COPPA Rule:

- **Written Information Security Program (§ 312.8(b)):** We establish and maintain a written information security program. This program applies generally to all personal information but includes safeguards appropriate to the sensitivity of children's personal information, the operator's size, complexity, nature, and scope of activities. It outlines specific steps for conducting risk assessments, designing/implementing safeguards, and regular testing/monitoring.
- **Secure Vendor Selection and Written Assurances (§ 312.8(c)):** Rigorous vetting of AI tool vendors includes assessing their data security practices. We require written assurances from vendors that they are capable of maintaining the confidentiality, security, and integrity of the information before allowing them to collect or maintain children's personal information on our behalf or before releasing children's personal information to them.
- **Data Encryption:** We require the use of strong encryption methods to protect student data both while it is being transmitted and while it is stored, in accordance with best practices and legal requirements, including the security mandates of the updated 2025 COPPA Rule and FERPA.
- **Access Controls:** Strict role-based access controls are implemented to limit access to student data within AI systems only to authorized individuals, based on the principle of least privilege, aligning with security requirements under applicable laws.
- **Compliance with Legal Security Mandates:** Our data security practices are designed to meet the specific security requirements outlined in FERPA and the reinforced security mandates of the 2025 COPPA Rule for children's personal information.
- **Staff Training:** Ongoing training is provided to staff on data security best practices and adhering to district security policies.

## 2.5.2 Incident Response Plan for Potential Data Breaches

In the event of a suspected or confirmed data breach involving student data, the Belgrade School District will follow a comprehensive incident response plan. This plan ensures compliance with legal notification requirements, including those under FERPA and any applicable Montana state data breach notification laws.

## Section 3: Ethical and Responsible AI Use in Education

Beyond legal compliance with COPPA and FERPA, ethical considerations are paramount as we integrate AI into the Belgrade School District. We are committed to using AI in a way that is not only legal but also morally sound, fair, and beneficial for all members of our learning community. This section outlines the ethical principles that will guide our AI adoption and provides practical guidelines for responsible AI use for both staff and students.

### 3.1 Ethical Considerations for AI in Education

Integrating AI into education presents exciting opportunities, but it also raises important ethical questions that we must proactively address. The Belgrade School District is committed to navigating these ethical complexities thoughtfully and responsibly.

#### 3.1.1 Addressing Potential Biases in AI Algorithms and Data

AI systems learn from the data they are trained on. If this training data reflects existing societal biases (e.g., in gender, race, socioeconomic status), the AI system can inadvertently perpetuate or even amplify these biases in its outputs and decisions. This can lead to unfair or discriminatory outcomes in educational settings.

##### **Ethical Considerations Regarding Bias:**

- **Awareness of Bias:** We must all (teachers, staff, parents and students) be aware that AI systems are not neutral and can be biased. We need to critically evaluate AI tools for potential biases in their algorithms and training data.
- **Data Diversity and Representation:** When possible, we should advocate for and utilize AI tools trained on diverse and representative datasets to mitigate bias.
- **Fairness and Accessibility:** We must actively work to ensure that AI tools are used in ways that promote fairness and are accessible for all students, regardless of their background or identity.
- **Ongoing Monitoring and Evaluation:** Continuous monitoring and evaluation of AI systems is the responsibility of all stakeholders in the Belgrade School District.

#### 3.1.2 Promoting Access in AI Implementation

While AI has the potential to personalize learning and improve educational outcomes, we must ensure that its benefits are accessible to all of the Belgrade School District where appropriate.

##### **Ethical Considerations Regarding Access for students:**

- **Digital Divide:** We must be mindful of the digital divide and ensure that all students have equal access to the technology and internet connectivity needed to benefit from AI tools.
- **Language and Cultural Awareness:** AI tools should be sensitive to language and cultural differences and avoid perpetuating stereotypes or biases based on culture or language.

### 3.1.3 Ensuring Transparency and Explainability of AI Systems (where possible)

"Black box" AI systems, where the decision-making process is opaque and difficult to understand, can raise ethical concerns, particularly in education where trust and understanding are essential. While some AI systems are inherently complex, we should strive for transparency and explainability where possible.

#### **Ethical Considerations Regarding Transparency and Explainability:**

- **Understanding AI Functionality:** Educators should have a basic understanding of how the AI tools they use work and what data they are processing.
- **Explainable AI (XAI):** Where feasible, we should prioritize AI tools that offer some level of explainability, allowing educators to understand the reasoning behind AI-generated recommendations or decisions.
- **Transparency with Students and Parents:** We should be transparent with students and parents about how AI tools are being used in their education, including the types of data being processed and the potential benefits and limitations.
- **Human Oversight and Review:** Even with AI systems, human oversight and review are crucial, especially in high-stakes decisions. Educators should not blindly rely on AI outputs but should critically evaluate them and exercise professional judgment.

### 3.1.4 Maintaining Human Oversight and Control

AI is a tool to augment human capabilities, not replace them. In education, human teachers, administrators, and support staff remain central to the learning process. Maintaining human oversight and control is essential for ethical AI use.

#### **Ethical Considerations Regarding Human Oversight:**

- **Teacher as Central Figure:** AI should be used to support and empower teachers, not diminish their role. Teachers are essential for building relationships, providing personalized guidance, fostering social-emotional learning, and nurturing critical thinking – areas where AI currently has limitations.
- **Human-in-the-Loop Approach:** We should adopt a "human-in-the-loop" approach to AI in education, where humans retain control over critical decisions and AI serves as a support tool.
- **Professional Judgment:** Educators must continue to exercise their professional judgment and expertise when using AI tools. AI outputs should be considered as suggestions or information to inform decision-making, not as definitive answers.
- **Focus on Human Skills:** While embracing AI, we must continue to prioritize the development of essential human skills in our students, such as critical thinking, creativity, communication, collaboration, and empathy.

## 3.2 Responsible Use Guidelines for Staff

The Belgrade School District staff play a vital role in ensuring the ethical and responsible use of AI in education. These guidelines provide a framework for staff to navigate AI implementation thoughtfully and ethically.

### 3.2.1 Evaluating AI Tools for Ethical Implications

Before adopting any AI tool, staff should critically evaluate it for potential ethical implications, considering the principles outlined in Section 3.1. This includes:

- **Privacy Review:** Conduct a thorough privacy review to ensure COPPA and FERPA compliance (as outlined in Section 2).
- **Bias Assessment:** Consider whether the AI tool or its underlying data might be biased and how this bias could impact students.
- **Transparency and Explainability:** Assess the transparency and explainability of the AI tool's processes and outputs.
- **Purpose and Educational Value:** Clearly define the educational purpose of using the AI tool and ensure it aligns with our district's educational goals and values.

### 3.2.2 Professional Development and Training on Ethical AI Use

The Belgrade School District will provide ongoing professional development and training for staff on ethical AI use in education. This training will be developed by the EdTech committee of the Belgrade School District to include, but not limited to, the following topics via individual building staff meetings, yearly new teacher orientation, teacher learner days, etc.

- Understanding AI basics and capabilities.
- Identifying and mitigating bias in AI systems.
- Ethical considerations related to student privacy and data security in AI.
- Best practices for responsible AI integration in the classroom.
- Critical evaluation of AI tools and resources.

### 3.2.3 Using AI to Enhance, Not Replace, Teacher Expertise

Remember, AI is a tool to enhance your teaching, not replace you. Focus on using AI to:

- **Personalize Learning:** Leverage AI to identify individual student needs and differentiate instruction more effectively.
- **Automate Administrative Tasks:** Use AI to streamline administrative tasks, freeing up your time for direct student interaction and instructional planning.
- **Provide Data-Driven Insights:** Utilize AI-powered analytics to gain insights into student learning and inform your instructional decisions.
- **Enhance Feedback and Assessment:** Explore AI tools that can provide timely and personalized feedback with teacher oversight to students and assist with assessment.
- **Spark Creativity and Innovation:** Experiment with AI tools that can support creative activities and foster innovation in your teaching.

### 3.2.4 Promoting Critical Evaluation of AI-Generated Content

Encourage students to critically evaluate AI-generated content and outputs. Teach them to:

- **Question the Source:** Understand that AI-generated content is created by algorithms and may not always be accurate, unbiased, or complete.

- **Verify Information:** Encourage students to verify information generated by AI tools using reliable sources and verify information accuracy.
- **Understand Limitations:** Teach students about the limitations of AI and when human expertise is essential.

### 3.2.5 Academic Integrity and AI: Guidelines for Students

Academic integrity is paramount. Staff must educate students about the appropriate and inappropriate uses of AI tools in academic work and establish clear guidelines for academic integrity in the age of AI. The Belgrade School District has adopted **Procedure 3310-P(1): Student Discipline - Academic Honesty and Responsible Use of Resources** in response to academic integrity.

This includes:

- **Clear Expectations:** Communicate clear expectations to students about when and how AI tools can be used in assignments and assessments.
- **Defining Plagiarism in the AI Context:** Explain how submitting AI-generated work as one's own can constitute plagiarism.
- **Promoting Original Work:** Emphasize the value of original thought, critical thinking, and independent work.
- **Using AI as a Tool, Not a Substitute:** Guide students to use AI tools as aids for learning and creativity, not as substitutes for their own effort and understanding.
- **Consequences for Misuse:** Clearly outline the consequences for violating academic integrity policies related to AI use.

## 3.3 Responsible Use Guidelines for Students

Students also play a crucial role in the ethical and responsible use of AI. The following guidelines are designed to help students navigate AI tools in a safe, ethical, and productive manner.

### 3.3.1 Digital Citizenship in the Age of AI

Digital citizenship extends to the responsible use of AI. Students should understand their rights and responsibilities in the digital world, including:

- **Respecting Privacy:** Be mindful of your own privacy and the privacy of others when using AI tools. Do not share personal information unnecessarily.
- **Using Technology Ethically:** Use AI tools in a responsible and ethical manner, respecting copyright, avoiding plagiarism, and being mindful of potential biases.
- **Being a Responsible Digital Citizen:** Contribute positively to online communities and use technology to learn, create, and collaborate in constructive ways.
- **Critical Thinking and Media Literacy:** Develop critical thinking skills to evaluate online information, including AI-generated content, and be aware of misinformation and bias.

### 3.3.2 Understanding the Strengths and Limitations of AI Tools

It's important to understand that AI tools are not perfect and have both strengths and limitations. Students should learn to:

- **Recognize AI Strengths:** Understand what AI tools can do well (e.g., summarize information, generate ideas, translate languages).
- **Identify AI Limitations:** Be aware of what AI tools cannot do well (e.g., replace human creativity, provide nuanced understanding, guarantee accuracy).
- **Use AI Appropriately:** Choose AI tools that are appropriate for the task at hand and understand when human expertise is needed.

### 3.3.3 Using AI for Learning and Creativity Ethically

Students can use AI as a valuable tool for learning and creativity, but ethically. This includes:

- **AI for Research and Information Gathering:** Use AI tools to help research topics, find information, and summarize complex texts, but always verify information with reliable sources.
- **AI for Idea Generation and Brainstorming:** Utilize AI tools to help brainstorm ideas, overcome writer's block, and explore different perspectives.
- **AI for Language Learning and Translation:** Use AI translation tools to assist with language learning and communication, but understand the nuances of language and cultural context.
- **AI for Creative Expression:** Experiment with AI tools for creative writing, art generation, and music creation, but always add your own unique voice and originality.

### 3.3.4 Avoiding Plagiarism and Misuse of AI

Plagiarism is a serious academic offense. Students must understand how to avoid plagiarism when using AI tools:

- **Do Not Submit AI-Generated Work as Your Own:** Submitting AI-generated text, code, or other content as your own original work is plagiarism.
- **Properly Cite AI Use:** If you use AI tools to assist with research or idea generation, properly cite the use of AI in your work, as instructed by your teacher.
- **Focus on Original Thought and Effort:** Prioritize your own learning, critical thinking, and effort. Use AI as a tool to enhance your work, not replace it.
- **Ask for Clarification:** If you are unsure about the appropriate use of AI for a particular assignment, always ask your teacher for clarification.

### 3.3.5 Developing Critical Thinking and Media Literacy Skills in Relation to AI

In the age of AI, critical thinking and media literacy skills are more important than ever. Students should develop the ability to:

- **Evaluate Information Critically:** Question the source, accuracy, and bias of information, whether it is generated by humans or AI.

- **Identify Misinformation and Disinformation:** Learn to recognize and avoid spreading misinformation and disinformation, including AI-generated fake content.
- **Think Critically about Technology:** Develop a critical perspective on technology and understand its potential benefits and risks.
- **Become Informed and Responsible Digital Citizens:** Engage with technology and AI in a thoughtful, ethical, and responsible manner, contributing positively to the digital world.

By adhering to these ethical principles and responsible use guidelines, the Belgrade School District staff and students can harness the power of AI for good in education, fostering innovation, enhancing learning, and critical thinking.

## Section 4: Practical Applications of AI in the Belgrade School District

Now that we've established the foundational principles of student privacy and ethical AI use, let's explore how AI can be practically applied within the Belgrade School District to enhance teaching, learning, and school operations. This section provides examples of approved AI tools, best practices for classroom integration, administrative applications, and addresses common questions and concerns.

### 4.1 Approved AI Tools and Platforms

To ensure student privacy and responsible use, the Belgrade School District will maintain a list of pre-approved AI tools and platforms that have been vetted for COPPA and FERPA compliance, data security, and ethical considerations. This list will be regularly reviewed and updated.

#### 4.1.1 List of District-Vetted AI Tools (with brief descriptions and intended uses)

- **(Example 1) Quill.org (Approved for Grades 3-12 - Writing and Grammar Support):**
  - **Description:** Quill.org offers AI-powered tools that provide personalized feedback to students on their writing and grammar skills. It uses AI to identify areas for improvement and offers targeted exercises to strengthen writing abilities.
  - **Intended Uses:** Classroom writing activities, grammar practice, personalized learning paths in writing, formative assessment of writing skills.
  - **Privacy Considerations:** [ *Insert brief summary of Quill.org's privacy policy and COPPA/FERPA compliance based on your district's vetting process. Emphasize data minimization and security measures.*]
- **(Example 2) Khan Academy (Approved for Grades K-12 - Personalized Learning in Math and More):**
  - **Description:** Khan Academy uses AI algorithms to personalize learning pathways for students in math and other subjects. It adapts to student progress, providing targeted practice and resources based on individual needs.
  - **Intended Uses:** Personalized math practice, supplemental learning in various subjects, skill remediation, test preparation, independent learning.
  - **Privacy Considerations:** [ *Insert brief summary of Khan Academy's privacy policy and COPPA/FERPA compliance based on your district's vetting process. Emphasize data minimization and security measures.*]
- **(Example 3) [Insert Name of District-Approved AI-Powered Accessibility Tool - e.g., Read&Write, Immersive Reader] (Approved for Grades K-12 - Accessibility Support):**
  - **Description:** [Tool Name] utilizes AI to provide accessibility features such as text-to-speech, speech-to-text, text prediction, and translation, supporting students with diverse learning needs.

- **Intended Uses:** Supporting students with reading and writing difficulties, English Language Learners, and students who benefit from multimodal learning.
- **Privacy Considerations:** [ *Insert brief summary of the tool's privacy policy and COPPA/FERPA compliance based on your district's vetting process. Emphasize data minimization and security measures and how accessibility features are implemented.*]
- **(Future Tools):** As AI technology evolves, the Belgrade School District will continue to evaluate and potentially approve additional AI tools that meet our rigorous privacy, ethical, and educational standards. The approved tool list will be updated regularly and communicated to staff.

#### 4.1.2 Process for Requesting Approval of New AI Tools

If staff members identify an AI tool that is not on the approved list and believe it could be valuable for educational purposes, they can request review and approval through the following process:

1. **Initial Inquiry to IT Department:** Contact the Belgrade School District IT Department with information about the AI tool, including its website, purpose, features, and intended educational use.
2. **Privacy and Security Review:** The IT Department, in collaboration with the district's administration and legal counsel (if needed), will conduct a thorough review of the AI tool, focusing on:
  - COPPA and FERPA compliance (especially if used with students under 14).
  - Data security practices and privacy policy of the tool vendor.
3. **Educational Value Assessment:** The Curriculum and Instruction department will assess the educational value and pedagogical soundness of the AI tool, considering its alignment with district curriculum goals and best practices for teaching and learning.
4. **Pilot Program (Optional):** In some cases, a pilot program may be recommended to test the AI tool in a limited setting before district-wide approval. This allows for real-world evaluation and feedback.
5. **Approval or Rejection:** Based on the reviews, the AI tool will be either approved for district-wide use (and added to the approved list) or rejected. Staff will be notified of the decision and the rationale behind it.

## 4.2 AI in the Classroom: Examples and Best Practices

AI offers a range of exciting possibilities for enhancing classroom instruction and student learning experiences. Here are some examples and best practices for integrating AI tools effectively in the classroom, while always prioritizing responsible use.

### 4.2.1 Personalized Learning with AI: Examples and Considerations

- **Example:** Using Khan Academy (or similar approved platform) for personalized math practice. The AI adapts to each student's skill level, providing targeted exercises and feedback, allowing students to work at their own pace and focus on areas where they need support.
  - **Best Practices:**

- **Teacher Guidance is Key:** Personalized learning platforms are tools, not replacements for teachers. Teachers continue to monitor student progress, provide individual support, and guide students in setting learning goals.
- **Blend AI with Human Interaction:** Personalized learning should not isolate students. Integrate AI-powered activities with collaborative projects, group discussions, and direct teacher instruction.
- **Focus on Learning Goals, Not Just the Platform:** Ensure that personalized learning activities are aligned with curriculum standards and learning objectives. The AI tool should serve to enhance learning, not just be used for the sake of using technology.

#### 4.2.2 AI for Assessment and Feedback: Opportunities and Cautions

- **Example:** Using Quill.org (or similar approved writing tool) to provide automated feedback on student writing. The AI can identify grammar errors, sentence structure issues, and areas for improvement, providing immediate feedback to students.
  - **Best Practices:**
    - **Formative Assessment Focus:** AI is often best suited for formative assessment, providing ongoing feedback to students during the learning process.
    - **Human Review of AI Feedback:** While AI feedback can be helpful, it is not always perfect. Teachers must review AI-generated feedback and ensure it is accurate, appropriate, and aligned with learning goals.
    - **Balance Automated and Human Feedback:** Automated feedback complements, not replaces, teacher feedback. Teachers provide crucial qualitative feedback, encouragement, and personalized guidance that AI cannot replicate.
    - **Use AI for Efficiency, Not to Replace Teacher Expertise:** AI can help teachers provide more frequent and timely feedback, but teacher expertise is still essential for interpreting assessment data, making instructional adjustments, and providing holistic evaluation of student work.

#### 4.2.3 AI for Content Creation and Research: Responsible Usage

- **Example:** *Currently, direct AI content generation tools (like ChatGPT) are **not approved for general student use** in the Belgrade School District due to concerns about academic integrity, accuracy, and ethical considerations. However, in the future, as policies and tools evolve, there may be approved uses. [ This section can be updated as policies change.]*
  - **Potential Future Best Practices (content generation tools approved in the future):**
    - **Teacher-Guided Use:** Use of AI tools for specific educational purposes must be carefully guided by teachers.
    - **Focus on Idea Generation, Not Final Product:** AI content generation might be used for brainstorming, generating initial drafts, or exploring different perspectives, but students are still responsible for critical thinking, refining, and creating original work.

- **Academic Integrity Education:** Uphold academic integrity principles and clear guidelines on appropriate and inappropriate uses of AI content generation tools (as discussed in Section 3.2.5 and 3.3.4).
- **Critical Evaluation Skills:** Emphasize the importance of critically evaluating AI-generated content for accuracy, bias, and reliability (as discussed in Section 3.2.4 and 3.3.5).

#### 4.2.4 AI for Accessibility Education

- **Example:** Using [District-Approved Accessibility Tool - e.g., Read&Write, Immersive Reader]. These tools use AI to provide text-to-speech, speech-to-text, and other accessibility features that can benefit all students' learning needs, including students with disabilities and English Language Learners.
  - **Best Practices:**
    - **Universal Design for Learning (UDL):** Integrate AI-powered accessibility features as part of a Universal Design for Learning approach, making learning materials and activities more accessible to all students from the outset.
    - **Student Choice and Agency:** Allow students to choose and utilize accessibility features that best meet their individual needs and learning preferences.
    - **Training and Support:** Provide training and support to both students and staff on how to effectively use AI-powered accessibility tools.
    - **Individualized Education Program (IEP) Considerations:** For students with IEPs, ensure that the use of AI accessibility tools aligns with their IEP goals and accommodations.

#### 4.2.5 Teacher-Led Innovation with AI: Encouraging Experimentation

The Belgrade School District encourages teachers to explore and experiment with approved AI tools in innovative ways to enhance their teaching and student learning. We will provide support and resources for teachers, through the EdTech Committee, in individual building staff meetings, teacher learner days, new teacher orientation days, etc. to:

- **Share Best Practices:** Facilitate opportunities for teachers to share their experiences and best practices for using AI in the classroom.
- **Collaborate and Learn from Each Other:** Foster a collaborative environment where teachers can learn from each other and explore new AI applications together.
- **Participate in Professional Development:** Provide ongoing professional development opportunities to deepen teachers' understanding of AI and its pedagogical applications.
- **Pilot New Initiatives:** Support teacher-led pilot projects to test and evaluate new and innovative uses of approved AI tools.

### 4.3 AI for Administrative Tasks and School Operations

AI can also be used to improve efficiency and effectiveness in school administration and operations. These applications must also adhere to privacy and ethical guidelines.

### 4.3.1 Examples of AI in School Administration (e.g., scheduling, communication tools)

- **(Example 1) AI-Powered Scheduling Tools (Hypothetical Example - *District would need to vet and approve*):** AI could potentially assist with complex school scheduling tasks, such as creating class schedules, optimizing resource allocation, and managing extracurricular activities.
  - **Privacy Considerations:** Administrative AI tools must still adhere to FERPA regulations regarding student data. Data used for scheduling should be limited to what is necessary and securely handled.
- **(Example 2) AI-Enhanced Communication Platforms (Hypothetical Example - *District would need to vet and approve*):** AI could power communication platforms that offer features like automated translation for multilingual families, AI-powered chatbots for answering common parent inquiries, or sentiment analysis to improve communication effectiveness.
  - **Privacy Considerations:** Communication platforms must be secure and protect the privacy of student and family communications. Data collected through communication platforms should be used responsibly and ethically.

**[Note:** The Belgrade School District IT and Administration will need to research and vet specific AI tools for administrative use, ensuring they meet privacy, security, and ethical standards before implementation. This section provides examples but needs to be populated with concrete, approved tools and practices.]

### 4.3.2 Ensuring Privacy and Efficiency in Administrative AI Applications

When implementing AI for administrative tasks, the Belgrade School District will prioritize:

- **Data Minimization:** Only collect and process the minimum administrative data necessary for the specific AI application.
- **Data Security:** Implement robust security measures to protect administrative data from unauthorized access and breaches.
- **Transparency with Staff and Community:** Communicate transparently with staff and the school community about how AI is being used in administrative operations and the safeguards in place to protect privacy.
- **Human Oversight:** Maintain human oversight of administrative AI systems and ensure that human judgment remains central to important decisions.

## 4.4 Addressing Potential Challenges and Misconceptions about AI in Education

It's natural to have questions and even some concerns about AI in education. Let's address some common challenges and misconceptions.

#### 4.4.1 Debunking Myths about AI Replacing Teachers

**Myth:** AI will replace teachers.

**Reality:** AI is a tool to *support* and *enhance* the work of teachers, not replace them. Teaching is a deeply human profession that relies on empathy, relationships, creativity, and nuanced understanding – qualities that AI cannot replicate. AI can automate some tasks and provide data-driven insights, but the role of the teacher as a mentor, guide, and facilitator of learning remains essential.

#### 4.4.2 Managing Concerns about Data Collection and Privacy

**Concern:** AI tools collect too much student data and threaten privacy.

**Response:** The Belgrade School District takes student privacy extremely seriously. We are committed to using only vetted and approved AI tools that meet strict COPPA and FERPA compliance standards. We prioritize data minimization, transparency, and robust data security measures. This guidebook outlines our commitment and provides resources to address privacy concerns.

#### 4.4.3 Promoting a Balanced and Realistic View of AI in Education

**Misconception:** AI is a magic bullet that will solve all educational challenges.

**Reality:** AI is a powerful tool with significant potential, but it is not a panacea. It is important to have a balanced and realistic view of AI in education. AI has limitations, and its effectiveness depends on careful implementation, teacher training, and ongoing evaluation. We should approach AI with both enthusiasm and critical awareness, focusing on how it can best serve our students and enhance the human-centered aspects of education.

By understanding the practical applications of AI, addressing ethical considerations, and managing potential challenges, the Belgrade School District can responsibly and effectively integrate AI to create a more dynamic and personalized learning environment for all students.

## Section 5: Resources and Support

To ensure the successful and responsible implementation of AI in the Belgrade School District, it is crucial to provide readily accessible resources and ongoing support for staff, students, and parents. This section compiles key resources and contact information to assist you in navigating the world of AI in education.

### 5.1 Key Resources and Links

This section provides links to essential external resources for further information on student privacy, legal compliance, ethical AI practices, and educational technology.

#### 5.1.1 Links to FTC COPPA Resources

- **Federal Trade Commission (FTC) - COPPA Website:** <https://www.ftc.gov/business-guidance/privacy-security/childrens-privacy>
  - *Official FTC website with comprehensive information on the Children's Online Privacy Protection Act (COPPA).*
- **FTC's Complying with COPPA: Frequently Asked Questions:** <https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions>
  - *Practical FAQs to help understand and comply with COPPA requirements.*

#### 5.1.2 Links to Department of Education FERPA Resources

- **U.S. Department of Education - FERPA Website:** <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
  - *Official U.S. Department of Education website dedicated to the Family Educational Rights and Privacy Act (FERPA).*
- **FERPA Regulations:** [https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/An%20Eligible%20Student%20Guide%20to%20FERPA\\_0.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/An%20Eligible%20Student%20Guide%20to%20FERPA_0.pdf)
  - *Direct link to the full text of the FERPA regulations.*
- **FERPA FAQs and Guidance Documents:** <https://studentprivacy.ed.gov/resources/parent-guide-family-educational-rights-and-privacy-act-ferpa>
  - *Frequently asked questions and guidance documents to clarify FERPA requirements and best practices.*
- **Privacy Technical Assistance Center (PTAC):** <https://studentprivacy.ed.gov/>
  - *U.S. Department of Education's Privacy Technical Assistance Center offering resources, training, and support on student privacy, including FERPA.*

### 5.1.3 Links to Montana Office of Public Instruction Resources

- **Montana Office of Public Instruction (OPI) Website:** <https://opi.mt.gov/>
  - *Official website of the Montana Office of Public Instruction. Search for "student privacy," "technology," "data security," or "digital learning" for Montana-specific resources.*

### 5.1.4 Links to ISTE, CoSN, and other Educational Technology Organizations

- **ISTE (International Society for Technology in Education):** <https://www.iste.org/>
  - *Leading organization for educational technology, offering standards, resources, and professional development related to effective and ethical technology integration.*
- **CoSN (Consortium for School Networking):** <https://www.cosn.org/>
  - *Organization focused on the needs of school districts in technology leadership, providing resources on digital privacy, cybersecurity, and responsible technology implementation.*
- **EdSurge:** <https://www.edsurge.com/>
  - *Leading education technology news and resource platform with articles and reports on AI in education, privacy, and ethical considerations.*

### 5.1.5 Links to AI Ethics Organizations and Frameworks

- **AI Now Institute (NYU):** <https://ainowinstitute.org/>
  - *Research institute focused on the social implications of AI, including ethical considerations, bias, and fairness.*
- **Partnership on AI:** <https://www.partnershiponai.org/>
  - *Multi-stakeholder organization working on responsible AI development and deployment, including ethical guidelines and best practices.*
- **IEEE Ethically Aligned Design:** <https://ethicsinaction.ieee.org/>
  - *IEEE framework and resources for ethically aligned AI design and development.*

### 5.1.6 Recommended Resources for Learning More About AI in Education

This list provides a selection of resources for individuals who wish to deepen their understanding of Artificial Intelligence in educational settings, with a specific focus on the themes of privacy, ethics, and responsible implementation discussed in this guidebook. Resources range from introductory overviews to more in-depth guides and frameworks.

- **AI in Education: General Overviews**
  - **What it is:** Articles and reports from reputable education technology publications (like EdSurge, Education Week, Tech & Learning) that discuss the current state of AI in K-12 schools, potential benefits, trends, and challenges.

- **Relevance:** Provides context on how AI is being discussed and used in educational environments globally and nationally, helping to understand the landscape and opportunities.
  - **How to Access:** Visit websites like EdSurge (<https://www.edsurge.com/>), Education Week (<https://www.edweek.org/>), and search for "AI in education."
- **ISTE Resources on AI in Education**
    - **What it is:** The International Society for Technology in Education (ISTE) offers frameworks, standards (like the ISTE Standards for Educators and Students, which emphasize responsible technology use), and articles specifically focused on integrating AI effectively and ethically into teaching and learning. They often address pedagogical strategies and digital citizenship in the context of AI.
    - **Relevance:** Directly connects AI use to educational practice, ethical standards for technology in schools, and the development of digital citizenship skills in students, aligning with Section 3.2 and 3.3.
    - **How to Access:** Explore the ISTE website (<https://www.iste.org/>) and search for "AI." Look for their AI resources and standards.
- **CoSN Resources on Data Privacy and Emerging Technologies**
    - **What it is:** The Consortium for School Networking (CoSN) provides resources and guidance for K-12 technology leaders, focusing on areas like cybersecurity, data privacy, and evaluating emerging technologies. They offer practical advice for school districts on implementing technology responsibly.
    - **Relevance:** Provides a district-level perspective on managing the risks and complexities of new technologies, including AI, and offers resources relevant to data security and privacy protocols mentioned in Section 2.5.
    - **How to Access:** Visit the CoSN website (<https://www.cosn.org/>) and look for resources under "Data Privacy," "Cybersecurity," or "Emerging Technologies."
- **Future of Privacy Forum (FPF) - Student Privacy Resources**
    - **What it is:** The Future of Privacy Forum is a non-profit organization that provides in-depth resources and analysis on data privacy issues. They have a dedicated section on student privacy that covers complex legal topics like

FERPA and COPPA in detail, and how they apply to educational technology, including AI.

- **Relevance:** Offers expert analysis and detailed guidance on the legal and practical implications of student data privacy laws in the context of EdTech and AI, supporting the foundational principles outlined in Section 2.
- **How to Access:** Visit the FPF website (<https://fpf.org/>) and navigate to their "Education" or "Student Privacy" sections.

- **AI Ethics Frameworks and Principles**

- **What it is:** Resources from organizations focused on AI ethics, such as the AI Now Institute (focused on social implications), the Partnership on AI (multi-stakeholder collaboration), or frameworks like IEEE Ethically Aligned Design. These resources delve into concepts like algorithmic bias, fairness, transparency, accountability, and the broader societal impacts of AI.
- **Relevance:** Provides a deeper dive into the ethical considerations discussed in Section 3.1, helping to understand the complexities of building and using AI systems responsibly and justly. Relevant for staff interested in the philosophical and societal dimensions of AI ethics.
- **How to Access:** Explore the websites of organizations like the AI Now Institute (<https://ainowinstitute.org/>), Partnership on AI (<https://www.partnershiponai.org/>), or search for "IEEE Ethically Aligned Design."

- **NIST AI Risk Management Framework (AI RMF 1.0)**

- **What it is:** A voluntary framework developed by the National Institute of Standards and Technology (NIST) to help organizations manage the risks of Artificial Intelligence. It provides a structure (Govern, Map, Measure, Manage) for thinking systematically about AI risks throughout the AI lifecycle.
- **Relevance:** Provides the underlying structure for the risk management approach taken in this guidebook, offering a comprehensive model for identifying, assessing, and mitigating AI risks, including those related to trustworthiness (fairness, reliability, safety, security, privacy, explainability). This is a key resource for IT staff and administrators involved in strategic AI planning and risk assessment.
- **How to Access:** Find the framework on the NIST website (<https://www.nist.gov/artificial-intelligence/artificial-intelligence-risk-management-framework>).

- **Reports and Publications from Academic Institutions/Think Tanks**
  - **What it is:** Research papers, reports, and articles from universities or think tanks that specialize in the intersection of education, technology, and AI. These often offer in-depth analysis of specific AI applications, policy recommendations, and research findings.
  - **Relevance:** Provides evidence-based insights, explores emerging issues, and offers detailed perspectives on the potential impacts and best practices for AI in education.
  - **How to Access:** Search the websites of university education departments or research centers focused on educational technology or AI in education (e.g., Stanford, MIT, Carnegie Mellon).
  
- **Examples of AI Policies and Guidebooks from Other School Districts:**
  - **What it is:** Publicly available policies, guidelines, and guidebooks developed by other school districts that have begun to address AI.
  - **Relevance:** Provides practical examples of how other districts are approaching AI policy, addressing similar concerns, and structuring their guidance. Useful for comparing approaches and finding practical language examples (remembering to adapt to the Belgrade School District's specific context).
  - **How to Access:** Use search engines to look for terms like "school district AI policy," "K12 artificial intelligence guidelines," "student AI handbook school district" from various states.

This list offers a starting point for further learning. The field of AI in education is dynamic, so staying informed through ongoing engagement with these types of resources is encouraged for all members of the Belgrade School District community interested in this topic.

## 5.2 The Belgrade School District Support and Contact Information

For ongoing support, questions, and feedback related to AI in the Belgrade School District, please utilize the following resources and contact information.

### 5.2.1 IT Department Contact Information for AI and Technology Support

- **Department:** The Belgrade School District IT Department
- **Email:** [helpdesk@bsd44.org](mailto:helpdesk@bsd44.org)
- **Phone:** 406-924-2490
- **Website/Help Desk Portal:** <https://bsd44.atlassian.net/servicedesk/customer/portal/1>

- *Contact the IT Department for technical support related to approved AI tools, questions about district technology policies, and assistance with reporting technical issues.*

### 5.2.3 Professional Development and Training Opportunities on AI

- **Contact:** [Insert Name/Department Responsible for PD, e.g., Curriculum and Instruction Department or PD Coordinator] - [Insert Contact Email/Phone]
  - *Contact the designated department or individual to inquire about upcoming AI-related professional development opportunities or to request specific training for your school or department.*

### 5.2.4 Feedback Mechanisms for Guidebook Improvement

- **Email Address for Guidebook Feedback:** [Insert Email Address for Guidebook Feedback, e.g., [ai.guidebook.feedback@bsd44.org](mailto:ai.guidebook.feedback@bsd44.org)]
  - *Email your feedback, suggestions, or questions about the AI Guidebook directly to this dedicated email address.*

The Belgrade School District is committed to providing ongoing support and resources as we navigate the evolving landscape of AI in education. We encourage you to utilize these resources and reach out with any questions or feedback you may have. Together, we can ensure that AI is used responsibly and ethically to enhance learning for all students in our district.

## Section 6: Glossary of AI Terms

To help you understand the language of Artificial Intelligence (AI), here is a glossary of key terms used in this guidebook and in discussions about AI in education. These definitions are simplified for clarity and accessibility for all readers.

- **Algorithm:** A set of rules or instructions that a computer follows to solve a problem or complete a task. Think of it like a recipe for computers. AI algorithms are often complex and designed to learn from data.
- **Artificial Intelligence (AI):** The ability of a computer system to perform tasks that typically require human intelligence. This includes learning, problem-solving, decision-making, and understanding language.
- **Bias (in AI):** Systematic errors in AI algorithms that can lead to unfair or discriminatory outcomes. Bias often arises from biased data used to train the AI.
- **Data Mining:** The process of exploring and analyzing large datasets to discover patterns, trends, and useful information. AI often relies on data mining to learn and improve.
- **Data Set:** A collection of data used to train and test AI models. The quality and diversity of a dataset are crucial for the performance and fairness of an AI system.
- **Deep Learning:** A type of machine learning that uses artificial neural networks with many layers (hence "deep") to analyze data and learn complex patterns. Deep learning is often used in image recognition, natural language processing, and other advanced AI applications.
- **Machine Learning (ML):** A type of AI that allows computer systems to learn from data without being explicitly programmed. Instead of being told exactly what to do, machine learning algorithms are designed to improve their performance over time as they are exposed to more data.
- **Natural Language Processing (NLP):** A branch of AI that deals with the interaction between computers and human language. NLP enables computers to understand, interpret, and generate human language, like in chatbots or language translation tools.
- **Neural Network:** A computational model inspired by the structure of the human brain. Neural networks are made up of interconnected nodes (neurons) that process information and learn from data. They are a core component of deep learning.
- **Personalized Learning:** An educational approach that aims to tailor learning experiences to individual student needs, interests, and learning styles. AI is often used to power personalized learning platforms and tools.

- **Privacy Policy:** A document that explains how an organization collects, uses, and protects personal information. It's important to review the privacy policies of AI tools, especially those used in education.
- **Supervised Learning:** A type of machine learning where the algorithm is trained on labeled data. This means the data is already categorized or tagged with the correct answers, allowing the AI to learn to predict outcomes for new, similar data.
- **Training Data:** The data used to teach an AI model how to perform a specific task. The quality and quantity of training data significantly impact the AI's performance.
- **Transparency (in AI):** The degree to which the inner workings and decision-making processes of an AI system are understandable and accessible to humans. Transparency is important for building trust and addressing ethical concerns.
- **Unsupervised Learning:** A type of machine learning where the algorithm is trained on unlabeled data. The AI must find patterns and structures in the data on its own, without pre-defined categories or answers.

This glossary is intended to be a helpful starting point. As you continue to explore AI in education, you may encounter more specialized terms. Don't hesitate to consult additional resources and continue learning about this rapidly evolving field.

## Section 7: Appendices

### Appendix A: Parental Consent Form Template (COPPA Compliant)

The Belgrade School District - Parental Consent for Use of [Name of AI Tool] with Students Under 14

**IMPORTANT: This form outlines how the Belgrade School District uses the AI tool [Name of AI Tool] with students under 14 and requests your consent as required by the updated 2025 Children's Online Privacy Protection Rule (COPPA Rule). Please read this form carefully and sign to grant consent if you agree to allow your child to use [Name of AI Tool] in their educational activities at the Belgrade School District.**

Dear Parent/Guardian,

The Belgrade School District is committed to providing engaging and effective learning experiences for all students. As part of this commitment, we are integrating the use of **[Name of AI Tool]** in **[Specify Grade Level(s) or Class(es)]**. [Name of AI Tool] is an educational tool that utilizes Artificial Intelligence to **[Briefly and clearly describe the primary educational purpose and functionality of the AI tool. e.g., "provide personalized feedback on grammar and writing mechanics," "offer adaptive practice problems for math skills," "support reading comprehension with interactive features," etc.]**.

**Because [Name of AI Tool] collects personal information from students under the age of 14, the Belgrade School District is required to obtain your verifiable parental consent in accordance with the requirements of the updated 2025 COPPA Rule before your child can use this tool.**

#### **What Personal Information Will Be Collected?**

In order for your child to use **[Name of AI Tool]** effectively for its stated educational purpose, the following types of personal information may be collected from your child through their use of the tool, as defined and governed by the updated 2025 COPPA Rule (§ 312.2):

- [Specifically list the types of personal information collected by the AI tool. Be as detailed and accurate as possible, ensuring this aligns with the tool's data collection practices and the definition of "personal information" in the 2025 COPPA

Rule (which now explicitly includes government-issued identifiers and specified biometric identifiers). Use the definitions from the Rule text you provided (Section 312.2, Personal information). Examples, subject to what the tool actually collects:

- Child's Name (First Name and Last Initial or Full Name, as collected - § 312.2, Personal information (1))
  - Grade Level and School Name
  - The Belgrade School District Student ID (if used to link accounts - § 312.2, Personal information (6), as a government-issued identifier example, OR (7) as a persistent identifier)
  - Content of student inputs or responses within the tool (e.g., writing samples, answers to questions, verbal responses if voice input is used - this may fall under § 312.2, Personal information (8) as audio file, or general input)
  - Performance data generated by the tool (e.g., scores, progress tracking, completion rates - potentially § 312.2, Personal information (11) as information concerning the child combined with identifier)
  - Usage data (e.g., features accessed, time spent using the tool - potentially § 312.2, Personal information (7) as a persistent identifier or (11))
  - **[List any persistent identifiers collected, such as cookies, IP addresses, or device IDs - § 312.2, Personal information (7). Explain their purpose if applicable.]**
  - **[List any biometric identifiers collected if applicable - § 312.2, Personal information (10). Refer to the types listed in the 2025 rule text you provided (fingerprints, handprints, etc.). Only list what the tool collects and how it is used (e.g., voiceprint for speech recognition).]**
  - **[List any government-issued identifiers if applicable - § 312.2, Personal information (6). Only list what the tool collects.]**
  - **[List any other specific types of personal information collected that fall under the 2025 Rule's definition.]**
- ]**

### **How Will This Information Be Used?**

The personal information collected through **[Name of AI Tool]** will be used solely for the following educational purposes and will not be used for other commercial purposes or purposes unrelated to the provision of the educational service, as required by Section 312.4(c)(1)(iii) of the updated 2025 COPPA Rule:

- **[Specifically list the purposes for which the information will be used, as required by the new rule text. These purposes must be educational and align with the tool's function. Examples:**
  - To provide your child with personalized learning experiences and adaptive content based on their progress and needs.
  - To enable teachers to track your child's progress, assess their understanding, and provide targeted support or intervention.
  - To provide automated feedback to your child on their performance or work within the tool.
  - To improve the educational functionality and performance of the [Name of AI Tool] platform for the Belgrade School District students.
  - To fulfill contractual obligations between the Belgrade School District and the AI tool provider for educational services.
  - **[List any other specific, permissible educational purposes.]**

**Will This Information Be Disclosed to Third Parties?**

Yes, personal information collected through **[Name of AI Tool]** is accessible by **[Name of AI Tool Provider Company]**, the third-party operator that provides and maintains the **[Name of AI Tool]** platform. This disclosure is made to enable the provision of the educational service to the Belgrade School District and its students.

This disclosure is permissible because **[Name of AI Tool Provider Company]** is acting as a service provider to the Belgrade School District for educational purposes, and the **Belgrade School District is authorizing the collection of this information on your behalf as permitted by COPPA's existing guidance and the applicable requirements of FERPA.** Under our agreement with **[Name of AI Tool Provider Company]**, the personal information collected from your child is restricted from being used for any purpose other than providing the contracted educational service to the Belgrade School District. **[Name of AI Tool Provider Company]** is specifically prohibited from using the data for commercial purposes like advertising or building profiles for non-educational purposes.

The following identities or specific categories of third parties will receive your child's personal information, and the purposes for such disclosures, as required by Section 312.4(c)(1)(iv) of the updated 2025 COPPA Rule:

- **[List the identities (names) or specific categories of third parties who will receive data AND the purposes for the disclosure to EACH identity/category, as**

**required by the new rule text. You do NOT need to list every single sub-processor, but you must identify the main entities receiving the data. Be specific and meaningful for both the identity/category and the purpose.**

Examples:\*\*

- "The primary operator: [Name of AI Tool Provider Company]" - Purpose: To provide the AI tool service and its functionalities.
- "Cloud hosting provider: [Name of Cloud Provider, e.g., Amazon Web Services, Microsoft Azure]" - Purpose: To securely store and process the data necessary to operate the AI tool service on behalf of the school.
- "Integrated third-party service/content provider for [specify function, e.g., translation, image search, grammar checking]: [List name or specific category, e.g., 'a third-party translation service']" - Purpose: To provide specific features within the AI tool, such as translating text or checking grammar.
- "Analytics service provider for platform improvement: [Name or Category]" - Purpose: To analyze aggregated, de-identified data (where possible) or limited personal data to identify technical issues and improve the AI tool's performance and features for educational use.
- **[List any other relevant third parties or categories and their purposes.]**  
]

**[Optional but recommended: Include a statement about where to find the AI tool provider's privacy policy.** Example: "You can review [Name of AI Tool Provider Company]'s privacy policy at [Link to Privacy Policy]. We have reviewed this policy and our contract to align with COPPA requirements."

### **Your Parental Rights (Under COPPA and FERPA):**

Under federal law, including the updated 2025 COPPA Rule and FERPA, you have rights regarding your child's personal information and education records. These rights include:

- **Right to Review (§ 312.6):** You have the right to review the personal information collected from your child by [Name of AI Tool].
- **Right to Request Deletion (§ 312.6, § 312.10):** You have the right to request that we delete your child's personal information collected by [Name of AI Tool].
- **Right to Prevent Further Collection or Use (§ 312.6):** You have the right to prevent further collection or use of your child's personal information by [Name of AI Tool]. You also have the right to consent to the collection and use of your child's personal

information without consenting to its disclosure to third parties, unless that disclosure is integral to the website or online service (§ 312.5(a)(2)).

- **FERPA Rights:** As outlined in the Belgrade School District AI Risk Management Guidebook, you also have rights under FERPA concerning your child's education records.

To exercise these rights under either COPPA or FERPA concerning this AI tool, please contact the Belgrade School District Privacy Officer (contact information provided below).

### **Data Security (§ 312.8):**

The Belgrade School District and **[Name of AI Tool Provider Company]** are committed to protecting the security of your child's personal information. We have implemented reasonable security measures to safeguard this information from unauthorized access, use, or disclosure, in accordance with the security mandates of the updated 2025 COPPA Rule and FERPA.

### **Contact Information for Questions or Concerns:**

If you have any questions or concerns about this consent form, the use of **[Name of AI Tool]**, or your rights under COPPA or FERPA, please contact:

IT Department  
Belgrade School District  
314 N Broadway  
Belgrade, MT 59714  
[helpdesk@bsd44.org](mailto:helpdesk@bsd44.org)  
406-924-2490

### **Verifiable Parental Consent (Required by Updated 2025 COPPA Rule § 312.5):**

By signing and returning this form, you are providing verifiable parental consent for the Belgrade School District to collect and use your child's personal information through the **[Name of AI Tool]** platform as described above.

**The Belgrade School District is utilizing the following method to verify your identity and consent, as permitted by the updated 2025 COPPA Rule (§ 312.5(b)(2)):**

- **Signed Form with Verification - § 312.5(b)(2)(i):** "By signing and returning this form, you are confirming your identity as the parent or legal guardian of the named child. Your identity will be verified by photo ID (in person submission) or electronic signature in Infinite Campus."

I have read and understand this Parental Consent Form and I **consent** to the collection, use, and disclosure of my child's personal information by the Belgrade School District and the AI tool provider ([Name of AI Tool Provider Company]) as described above, solely for the stated educational purposes, in accordance with the updated 2025 COPPA Rule and FERPA.

Child's Name (Print): \_\_\_\_\_

Child's Grade Level: \_\_\_\_\_

Parent/Guardian Name (Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

[Optional: Include a section for opting out if parents do not want to grant consent.]

**I DO NOT CONSENT** to my child's use of [Name of AI Tool] and the collection, use, and disclosure of their personal information as described in this form. I understand that my child will not be able to use this specific AI tool for educational activities and that the Belgrade School District will provide alternative educational activities that do not require the use of this tool.

Parent/Guardian Signature (if opting out): \_\_\_\_\_

Date (if opting out): \_\_\_\_\_

Please return this signed form to your child's teacher or the school office by [Date].

Thank you for your cooperation in ensuring a safe, compliant, and innovative learning environment for your child.

--- End of Appendix A ---



## Appendix B: AI Tool Evaluation Checklist (Privacy and Ethics Focused)

**Purpose:** This checklist is designed to guide the Belgrade School District staff in evaluating new Artificial Intelligence (AI) tools for privacy, legal compliance (including the **updated 2025 COPPA Rule, effective June 23, 2025, compliance April 22, 2026**, and FERPA), data security, and ethical considerations *before* adoption and implementation. Completing this checklist will help ensure that AI tools used in our district align with current regulations and our commitment to responsible and ethical AI practices.

**Instructions:** Please complete this checklist for each AI tool you are requesting to use in the Belgrade School District. Answer each question thoughtfully and provide notes/comments as needed. If you answer "No" or "N/A" to any question, especially in Sections 2 and 3, further review will be required before the tool can be considered for approval. Refer to the official 2025 COPPA Rule text for definitive legal requirements.

### Tool Information:

- **Tool Name:** \_\_\_\_\_
- **Tool Website/Vendor:**  
\_\_\_\_\_
- **Intended Grade Level(s) / Subject(s):**  
\_\_\_\_\_
- **Brief Description of Tool's Purpose and Function:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Evaluator Name(s) and Role(s):**  
\_\_\_\_\_
- **Date of Evaluation:** \_\_\_\_\_

**Section 1: To be filled out by the teacher**

| Question                                                                                                                                                                                                                     | Yes<br><input type="checkbox"/> | No<br><input type="checkbox"/> | N/A<br><input type="checkbox"/> | Notes/Comments                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Is there a clear and documented educational purpose for using this AI tool?                                                                                                                                               |                                 |                                |                                 |                                                                                                                                                                                 |
| 2. Does the tool align with the Belgrade School District's curriculum goals?                                                                                                                                                 |                                 |                                |                                 |                                                                                                                                                                                 |
| 3. Are there alternative non-AI tools or methods that could achieve similar educational goals?                                                                                                                               |                                 |                                |                                 | Consider if AI is truly necessary or if simpler, less data-intensive solutions are available.                                                                                   |
| 4. COPPA Applicability: Will this tool likely be used with students under 14 years of age?                                                                                                                                   |                                 |                                |                                 |                                                                                                                                                                                 |
| 5. Human Oversight: Does the tool facilitate and support human oversight and teacher control, ensuring that professional judgment remains central rather than the tool making autonomous, critical decisions about students? |                                 |                                |                                 | Consider how the tool is designed to integrate with teacher workflow and decision-making processes.                                                                             |
| 6. Safety and Well-being: Has the tool been evaluated for potential impacts on student safety and well-being (physical, emotional, psychological) and does it include features to mitigate potential harms?                  |                                 |                                |                                 | Consider if the tool's design or functionality could create risks (e.g., excessive screen time, potential for misuse leading to harm, design elements that could be stressful). |

**Section 2: To be filled out by the Curriculum Department**

| Question                                                                                                                                                                                                                                                                                      | Yes<br><input type="checkbox"/> | No<br><input type="checkbox"/> | N/A<br><input type="checkbox"/> | Notes/Comments                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Fair Access: Does the tool appear to promote access for all students, including students with diverse learning needs, abilities, and backgrounds, and is it designed to be accessible (e.g., WCAG standards)?                                                                              |                                 |                                |                                 | Consider if the tool is accessible, culturally sensitive, and avoids perpetuating inequalities.                                                                                     |
| 2. Human Oversight: Does the tool facilitate and support human oversight and teacher control, ensuring that professional judgment remains central rather than the tool making autonomous, critical decisions about students?                                                                  |                                 |                                |                                 | Consider how the tool is designed to integrate with teacher workflow and decision-making processes.                                                                                 |
| 3. Academic Integrity: Does the tool have features or safeguards to promote academic integrity and responsible use by students, particularly in areas like content creation or assessment submission? (Note: General content generation tools may have restrictions - refer to Section 4.2.3) |                                 |                                |                                 | If the tool has features that could be misused (e.g., for plagiarism), assess if there are safeguards, clear guidelines, and whether staff training on responsible use is provided. |
| 4. Safety and Well-being: Has the tool been evaluated for potential impacts on student safety and well-being (physical, emotional, psychological) and does it include features to mitigate potential harms?                                                                                   |                                 |                                |                                 | Consider if the tool's design or functionality could create risks (e.g., excessive screen time, potential for misuse leading to harm, design elements that could be stressful).     |

**Section 3: To be filled out by the IT Department**

| Question                                                                                                                                                                                                                                                                                                                                                                                                      | Yes<br><input type="checkbox"/> | No<br><input type="checkbox"/> | N/A<br><input type="checkbox"/> | Notes/Comments                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Updated COPPA - Personal Information: Does the tool collect "personal information" from students as defined by the updated 2025 COPPA Rule (§ 312.2)? (Remember this definition now explicitly includes government-issued identifiers and specific biometric identifiers).</p>                                                                                                                          |                                 |                                |                                 | <p>If "Yes," specify types of personal information collected, referencing the 2025 rule definition:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>2. Updated COPPA - Privacy Policy and Notice Content: Does the tool provider have a publicly available, easily accessible, and clear online privacy policy that meets the notice content requirements of the updated 2025 COPPA Rule (§ 312.4(d))? (This includes identifying third parties/purposes, describing persistent identifier use for internal ops, and providing the data retention policy).</p> |                                 |                                |                                 | <p>Provide link to privacy policy:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                                                  |





|                                                                                                                                                                                                                                                                                                                                                   |  |  |                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. Data Minimization: Does the tool collect and retain only the minimum amount of student data necessary for its intended educational purpose, aligning with the principles in Section 2.1.3 and the updated 2025 COPPA Rule's emphasis on necessary purposes?</p>                                                                             |  |  | <p>Describe data minimization practices or concerns:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                 |
| <p>7. Purpose Limitation: Is student data used only for the stated educational purpose(s) and not repurposed for other uses without explicit consent or notice, aligning with the principles in Section 2.1.3 and the updated 2025 COPPA Rule's purpose limitations?</p>                                                                          |  |  | <p>Describe purpose limitations or concerns:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                         |
| <p>8. Updated COPPA/FERPA - Written Information Security Program: Does the tool provider maintain a written information security program that includes safeguards appropriate to the sensitivity of children's personal information and the size/complexity of operations, as required by the updated 2025 COPPA Rule (§ 312.8(b)) and FERPA?</p> |  |  | <p>Check vendor documentation for description of their security program. Look for alignment with the specific requirements listed in § 312.8(b).</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>9. Updated COPPA/FERPA - Written Assurances: Does the tool provider provide written assurances that they are capable of maintaining the confidentiality, security, and integrity of the information, as required by the updated 2025 COPPA Rule (§ 312.8(c))?</p>                                                                                                                                                        |  |  | <p>Check vendor contract or documentation for explicit written assurance.</p>                                                                              |
| <p>10. Data Encryption: Does the tool provider use strong encryption to protect student data both in transit and at rest, in accordance with best practices and the security mandates of the updated 2025 COPPA Rule and FERPA?</p>                                                                                                                                                                                         |  |  | <p>Look for mentions of security certifications, data breach procedures, security audits, etc.</p>                                                         |
| <p>11. Data Breach Response Plan: Does the tool provider have a data breach response plan in place, described in their privacy policy or documentation, that aligns with notification requirements under FERPA and any applicable state and federal laws, including any specific requirements in the 2025 COPPA Rule?</p>                                                                                                   |  |  | <p>Look for mentions of breach notification procedures and responsibilities.</p>                                                                           |
| <p>12. Updated COPPA/FERPA - Data Retention and Deletion Policy: Does the tool provider have a clear written data retention policy addressing personal information collected from children that outlines how long student data is retained (only as long as reasonably necessary for specific purposes) and when it is securely deleted or anonymized, as required by the updated 2025 COPPA Rule (§ 312.10) and FERPA?</p> |  |  | <p>Check privacy policy for data retention information. Ideally, data retention should be limited to the necessary timeframe for educational purposes.</p> |

|                                                                                                                                                                                                                                            |  |  |                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>13. Bias Mitigation: Has the tool provider taken steps to address potential biases in their AI algorithms and training data, and do they provide information on their efforts towards fairness?</p>                                     |  |  | <p>Check vendor documentation or website. Look for statements about fairness, bias detection, or efforts to use diverse data sets.</p>                                                 |
| <p>14. Transparency/Explainability: To what extent is the tool's functionality and decision-making process transparent or explainable, particularly in contexts where the output might impact a student's learning path or assessment?</p> |  |  | <p>Assess the level of understanding you can gain about how the tool works and if it provides any explanations for its outputs or recommendations.</p>                                 |
| <p>15. Human Oversight: Does the tool facilitate and support human oversight and teacher control, ensuring that professional judgment remains central rather than the tool making autonomous, critical decisions about students?</p>       |  |  | <p>Consider how the tool is designed to integrate with teacher workflow and decision-making processes.</p>                                                                             |
| <p>16. Safety and Well-being: Has the tool been evaluated for potential impacts on student safety and well-being (physical, emotional, psychological) and does it include features to mitigate potential harms?</p>                        |  |  | <p>Consider if the tool's design or functionality could create risks (e.g., excessive screen time, potential for misuse leading to harm, design elements that could be stressful).</p> |

**Overall Recommendation (Based on Checklist Results):**

**Recommend for Approval:** Based on this evaluation, the AI tool appears to meet the Belgrade School District's privacy, legal, security, and ethical standards (including the updated 2025 COPPA Rule) and is recommended for approval.

**Recommend for Approval with Conditions:** The AI tool shows promise but requires further review or the implementation of specific conditions (e.g., documented vendor assurances of compliance with 2025 rule specifics, additional data security measures, specific staff training requirements, mitigation of identified biases, confirmation of parental consent protocol compliance under the 2025 rule) before full approval. Please specify conditions:

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**Do Not Recommend for Approval at this Time:** Based on this evaluation, the AI tool does not adequately meet the Belgrade School District's privacy, legal, security, or ethical standards (including the updated 2025 COPPA Rule) and is not recommended for approval at this time. Please explain reasons:

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---

---

**Evaluator Signature(s):**

---

**Date:** \_\_\_\_\_

--- End of Appendix B ---

**Important Notes for using this checklist:**

- **Thorough Review:** Complete this checklist thoughtfully and thoroughly. Don't hesitate to seek additional information from the AI tool vendor or consult with the Belgrade School District IT Department or Building Administration if needed.
- **Context Matters:** Consider the specific context in which the AI tool will be used (grade level, subject, student population) when evaluating its appropriateness.
- **Ongoing Review:** AI technology and vendor practices can change. Approved AI tools should be periodically re-evaluated to ensure ongoing compliance and ethical alignment.
- **This Checklist is a Guide:** This checklist is a tool to guide your evaluation process. It is not a substitute for professional judgment and a comprehensive understanding of privacy regulations and ethical principles.

## Appendix C: Example Scenarios of Acceptable and Unacceptable AI Use

To further clarify the responsible and ethical use of AI in the Belgrade School District, this appendix provides example scenarios illustrating acceptable and unacceptable uses of AI tools by both staff and students. These examples are intended to be illustrative and not exhaustive. Always refer to the principles and guidelines outlined in the main body of this guidebook for comprehensive guidance.

### Scenario Examples:

| Scenario Category                        | Scenario Description                                                                                                                                                                                                                                                                                                                      | Acceptable Use?                     | Unacceptable Use?                   | Reasoning & Guiding Principle                                                                                                                                                                                                                                                        |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student - Research &amp; Learning</b> | <b>1. Research Assistant:</b> A high school student uses an approved AI-powered research tool (like a vetted database with AI summarization features) to help quickly identify relevant articles and summarize key points for a research paper, <i>but</i> critically reads the summaries and verifies information from original sources. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <b>Acceptable:</b> AI is used as a tool to <i>aid</i> research, but the student still engages in critical thinking, source verification, and original analysis.<br><b>Guiding Principle:</b> AI as a tool to enhance learning, not replace critical thinking and independent effort. |
| <b>Student - Research &amp; Learning</b> | <b>2. Content Generation for Essays:</b> A middle school student uses an unapproved AI content generator (like a general-purpose chatbot) to write an entire essay for a class assignment and submits it as their own work without significant editing or original thought.                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>Unacceptable:</b> This constitutes plagiarism and violates academic integrity. The student is not engaging in the learning process and is misrepresenting AI-generated content as their own.<br><b>Guiding Principle:</b> Academic Integrity and Original Work.                   |

|                                         |                                                                                                                                                                                                                                                                              |                                     |                                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Student - Writing Support</b></p> | <p><b>3. Grammar and Style Check:</b> An elementary student uses an approved AI-powered writing tool (like Quill.org) to help identify and correct grammar errors and improve sentence structure in their writing, <i>after</i> drafting the initial content themselves.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <p><b>Acceptable:</b> AI is used to support writing skills development and provide feedback, helping the student learn and improve their own writing. The student is still the author of the content. <b>Guiding Principle:</b> AI as a tool for skill development and feedback.</p>        |
| <p><b>Student - Writing Support</b></p> | <p><b>4. Rewriting for Plagiarism:</b> A high school student uses an AI paraphrasing tool to rewrite text from another source to avoid plagiarism without understanding the original source or properly citing it.</p>                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <p><b>Unacceptable:</b> This is still plagiarism, even if the words are changed. The student is attempting to circumvent academic integrity principles and is not engaging with the source material ethically. <b>Guiding Principle:</b> Academic Integrity and Ethical Use of Sources.</p> |
| <p><b>Student - Accessibility</b></p>   | <p><b>5. Text-to-Speech for Reading:</b> A student with dyslexia uses an approved AI-powered accessibility tool (like Immersive Reader) to have digital text read aloud to them, helping them access and understand the material.</p>                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <p><b>Acceptable:</b> AI is used to enhance accessibility and provide equal learning opportunities for students with diverse needs. <b>Guiding Principle:</b> Accessibility.</p>                                                                                                            |

|                                       |                                                                                                                                                                                                                                                                                                                                            |          |          |                                                                                                                                                                                                                                                                                             |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Student - Accessibility</b></p> | <p><b>6. Using Translation to Avoid Learning:</b> A student uses an AI translation tool to translate entire assignments into their native language simply to avoid engaging with learning English, without using it as a tool for understanding or language learning practice, and hindering their language development.</p>               | <p>✗</p> | <p>☑</p> | <p><b>Unacceptable:</b> While translation tools can be helpful for language support, relying on them to bypass language learning goals is not an appropriate educational use.<br/> <b>Guiding Principle:</b> Purposeful Use of AI for Learning and Growth.</p>                              |
| <p><b>Staff - Lesson Planning</b></p> | <p><b>7. Generating Lesson Ideas:</b> A teacher uses an AI brainstorming tool (approved by the district for staff use) to generate initial ideas for a lesson plan on a specific topic, <i>but</i> then critically evaluates and adapts these ideas based on their professional expertise, student needs, and curriculum requirements.</p> | <p>☑</p> | <p>✗</p> | <p><b>Acceptable:</b> AI is used as a tool to assist with lesson planning and spark creativity, but the teacher retains professional control and adapts the AI suggestions to fit their specific context.<br/> <b>Guiding Principle:</b> AI to Enhance, Not Replace, Teacher Expertise.</p> |

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| <p><b>Staff - Lesson Planning</b></p> | <p><b>8. Using AI to Create Entire Curriculum Without Review:</b> A teacher relies solely on an AI content generator to create an entire unit of curriculum without critically reviewing, adapting, or aligning it with district standards or student needs, and implements it directly in the classroom.</p> | <p>✗</p> | <p>☑</p> | <p><b>Unacceptable:</b> This demonstrates a lack of professional judgment and potentially poor pedagogical practice. Curriculum development requires human expertise, critical review, and alignment with specific educational contexts. <b>Guiding Principle:</b> Teacher Professionalism and Curriculum Alignment.</p> |
| <p><b>Staff - Assessment</b></p>      | <p><b>9. Automating Quiz Grading (Multiple Choice):</b> A teacher uses an approved AI-powered assessment platform to automatically grade multiple-choice quizzes, saving time on administrative tasks and providing faster feedback to students.</p>                                                          | <p>☑</p> | <p>✗</p> | <p><b>Acceptable:</b> AI is used to automate routine tasks and improve efficiency in assessment, freeing up teacher time for more complex tasks. <b>Guiding Principle:</b> AI for Efficiency and Improved Feedback.</p>                                                                                                  |

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| <p><b>Staff - Assessment</b></p>             | <p><b>10. Solely Relying on AI for Subjective Grading (Essays):</b> A teacher relies solely on an AI essay grading tool to assign grades to student essays without reviewing the AI's feedback or applying their own professional judgment to assess nuanced aspects of student writing, like creativity or critical thinking, and accepts the AI grade without question.</p>                       | <p>✗</p> | <p>☑</p> | <p><b>Unacceptable:</b> Subjective assessments require human judgment and nuanced understanding that AI currently lacks. AI essay graders can be tools for feedback, but human review and holistic evaluation are essential for fair and accurate grading. <b>Guiding Principle:</b> Human Oversight in Assessment and Professional Judgment.</p> |
| <p><b>District Admin - Communication</b></p> | <p><b>11. Using AI Chatbot for Parent Inquiries (General Info):</b> The district uses an approved AI-powered chatbot on the school website to answer common parent inquiries about school hours, registration, and general information, freeing up office staff time for more complex inquiries. The chatbot is designed to <i>not</i> collect sensitive student data without explicit consent.</p> | <p>☑</p> | <p>✗</p> | <p><b>Acceptable:</b> AI is used to improve communication efficiency and provide readily available information. Privacy is considered in the chatbot's design and data handling. <b>Guiding Principle:</b> AI for Efficiency and Responsible Communication.</p>                                                                                   |

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| <b>District Admin - Communication</b> | <b>12. Using AI to Analyze Student Sentiment in Private Communications:</b><br>The district uses an AI tool to secretly analyze the sentiment of private student emails or messages on school communication platforms without student or parental consent to "monitor student well-being" without clear policies or transparency. | <b>×</b> | <input checked="" type="checkbox"/> | <b>Unacceptable:</b><br>This is a significant privacy violation and raises serious ethical concerns. Surveillance of private communications without consent is inappropriate and undermines trust.<br><b>Guiding Principle:</b><br>Student Privacy and Transparency. |
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**Key Takeaways from these Scenarios:**

- **Context Matters:** The acceptability of AI use depends heavily on the specific context, purpose, and implementation.
- **Human Oversight is Crucial:** In almost all educational applications, human oversight, judgment, and ethical considerations are paramount. AI should augment, not replace, human expertise.
- **Focus on Learning and Ethics:** Acceptable AI prioritizes student learning, skill development, accessibility, and ethical principles like privacy and academic integrity.
- **Unacceptable Uses Violate Principles:** Unacceptable uses typically violate principles of academic integrity, student privacy, ethical conduct, or rely on AI in ways that diminish human roles or critical thinking.

This appendix is a starting point. As AI technology evolves and new tools emerge, the Belgrade School District will continue to provide guidance and updates on responsible and ethical AI use in education. Always consult with school administration or the IT department if you have questions about the appropriateness of a specific AI application.

--- End of Appendix C ---