Students

Administrative Procedure – Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines

Use this procedure to develop a plan for the use of artificial intelligence (AI) in the District and guidelines for the responsible use of AI in support of student learning, educators, and/or District operations, and to facilitate compliance with existing law.

Glossary of Terms

Artificial Intelligence – a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes *generative artificial intelligence*.

Generative Artificial Intelligence – an automated computing system that, when prompted with human prompts, descriptions, or queries, can produce outputs that simulate human-produced content, including, but not limited to, the following: (1) textual outputs, such as short answers, essays, poetry, or longer compositions or answers; (2) image outputs, such as fine art, photographs, conceptual art, diagrams, and other images; (3) multimedia outputs, such as audio or video in the form of compositions, songs, or short-form or long-form audio or video; and (4) other content that would be otherwise produced by human means.

U.S. Dept. of Education AI Toolkit (AI Toolkit) – refers to *Empowering Education Leaders*: *A Toolkit for Safe, Ethical, and Equitable AI Integration* (Oct. 2024), published by the U.S. Department of Education's Office of Education Technology, available at: http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AIToolkit-10.29.24_20250221.pdf.

Actor	Action
Superintendent or Designee	**Note**: This procedure utilizes an existing administrative committee. See administrative procedure 2:150-AP, Superintendent Committees. The administrative committee centralizes the local decision-making process regarding the use (or potential use) of artificial intelligence technologies in a district, which in turn should help districts ensure responsible use of AI and compliance with applicable laws. Convenes the Educational Technology Committee (Committee) for the purposes of: (1) developing, implementing, monitoring, and updating a District-wide AI Plan consistent with Board policy 1:30, School District *Philosophy*, which addresses the District's approach to the integration of AI; (2) developing, implementing, monitoring, and updating District guidelines for the ethical, equitable, and sustainable use of AI to enhance student learning, support educators, and/or contribute to District operations; and (3) responding to issues that arise as students and educators use AI for learning. (See AI Toolkit, p. 37). For these specific purposes, consider adding to the Committee membership students, parents/guardians, and other members with specific expertise, as needed. **Note:** A district may want to combine its AI Plan and AI Responsible Use Guidelines into one document for ease of dissemination and review.

	Regularly informs the School Board of the Committee's progress through inclusion of a Committee Report on the Board's regular meeting agenda. Consults with the Board Attorney as needed regarding the AI plan, guidelines, and/or contracts for AI-enabled tools, including whether parent consent should be obtained before students use certain AI-enabled tools. Notifies and educates staff, students, and parents/guardians about the District's AI Plan and AI Responsible Use Guidelines. Ensures the AI Responsible Use Guidelines and any updates made to them are included on the District's website and in the Student Handbook(s) and/or employee handbooks. Annually reports to the Board on the progress of the District's AI Plan, the AI Responsible Use Guidelines, and updates made to them. Ensures that any specific AI-enabled tools considered for use in the District are vetted through the Committee in accordance with administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*. See the AI Toolkit at p.45 for factors to consider when evaluating AI-based products or services, with links to vetting resources. Makes recommendations to the Board about vendor contracts for AI-enabled tools, as needed and in alignment with Board policies 4:60, Purchases and Contracts, and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*. Provides professional development opportunities/resources, as appropriate, to staff members who may utilize AI in their work.
Educational Technology Committee	Identifies specific goals regarding AI. Examples of goals include (AI Toolkit, p. 38): • Identify current and potential uses of AI for student learning in the District. • Gather evidence on the uses both from published research and from experience in the District. • Collect information on topics related to the risks of these uses of AI including data privacy, algorithmic bias, incorrect or misleading results (also referred to as hallucinations), content moderation that impacts learning, and equity risks. • Create an initial risk management plan based on the information collected in the previous bullet point. • Recommend professional development opportunities for educators and staff regarding use of AI to support student learning. • Create a communication plan to keep the community informed about the Committee's work. Establishes separate subcommittees within the Committee as needed to meet goals and fulfill deliverables. To assist with the development of a District AI Plan and AI Responsible Use Guidelines, identifies and documents the opportunities and risks/challenges of the use of AI in the District:

	1. Opportunities for effective use of AI in the District may include, but are not limited to (AI Toolkit, p. 5-6; see also Teach AI's AI Guidance for Schools Toolkit, at: www.teachai.org/toolkit, p. 18-23, and https://online.flippingbook.com/view/476927943/22/ for further examples): • Enhancement of student assessment • Addressing learning variability • Adaptation of academic content through personalization, differentiation, or individualization • Reduction of administrative burdens • Assistance with lesson planning • Improvement of classroom materials, including language translations • Improved professional learning for educators • Increased efficiency in operations (e.g., through data analysis) 2. Risks/challenges of AI use in the District, may include, but are not limited to (AI Toolkit, p. 6-9; see also Teach AI's *AI Guidance for Schools Toolkit*, at: www.teachai.org/toolkit, p. 18-23, and https://online.flippingbook.com/view/476927943/22/ for further examples): • Lack of transparency about AI tools and how they function and collect data • Privacy and data security concerns • Bias and unfairness • Discrimination concerns (see https://files.eric.ed.gov/fulltext/ED661946.pdf for potential examples) • Harmful content that perpetuates stereotypes • Malicious use for cyberbullying, including the generation of fabricated images or videos (also referred to as "deep fakes") • Use of AI for cheating • Hallucination risk and wrong information • Overreliance on AI-enabled tools and/or not including a human in the loop of decision making • Pressure to adopt AI-tools before adequate guidance is available • Cost and resources • Access to technology • Lack of AI literacy • Resistance to change **Note:** The AI Toolkit (p. 7) provides examples of where the use of AI may pose enhanced risks to the safety, privacy, or rights of students. Considers using the K-12 *Generative AI Readiness Checklist (Oct. 2023*), at: www.cgcs.org/genaichecklist and/or Gen AI Maturity Tool (Nov. 2024), at: www.cosn.org/wp-content/uploads/2024/12/Cosn_CGCS-K12-Gen-AI-Maturity-Tool-V5_FINAL1.pdf to evaluate the safety, privacy, security, and ethical implications of using Generative AI in the District and the District's readiness to use it. Districts can also take a self-assessment of readiness at: https://cloudreadiness.amazonaws.com/#/k12genairt. Develops the District's AI Plan and AI Responsible Use Guidelines for the ethical, equitable, and sustainable use of AI to enhance student learning, support educators, and/or contribute to District operations:

	1. Before establishing the AI plan and guidelines, considers hosting listening sessions to engage with different groups within the District's learning community (AI Toolkit, p. 30-33) and answers questions such as (AI Toolkit, p. 50-51): • How is AI being used now in the District? • What new uses are likely, whether arriving by student choice, through integration into existing platforms, or via newly acquired tools? • What appropriate uses of edtech and AI should continue? (Consider perspectives of students, educators, families, administrators, and others). • What are inappropriate uses of AI that should be prohibited? (Consider multiple perspectives). • What are high-risk uses of AI where additional risk management practices should be required? • In what ways can students and educators have agency and choice, while avoiding downsides and risks to the broader community? 2. When developing an AI plan for the District, considers working within the structure of the framework suggested in the AI Toolkit at p. 54-58: • **Govern** – assess opportunities that align with the **Use of Artificial Intelligence (AI)-Enabled Tools** subhead in Board policy 6:235, Access to Electronic Networks. • **Map** – (1) recognize how opportunities are specific to different members of the District's learning community, (2) identify and document how AI-enabled tools might help to promote equity so that all students have the opportunity to learn, and (3) anticipate existing and potential risks posed by each type of use of AI. • **Measure** – (1) establish relationships with vendors that are able to measure the strength of an opportunity and quality of risk mitigation, advocating for more transparency and accountability from vendors, (2) gather and use evidence to measure the efficacy and risk mitigation of an AI-enabled system. • **Manage** – (1) strengthen capacity to manage implementation of new uses of technology so all members of the District's learning community can benefit, (2) increase professional learning opportunities for educators so that they can manage the risks of using AI-enabled tools. The District AI Plan should communicate how the District intends to coordinate its staff, students, resources, and activities to realize strategic educational benefits while mitigating the most consequential risks. (AI Toolkit, p. 54.) For an example of an initial plan created within this framework, see the AI Toolkit at p. 58. Examples of other frameworks that can be used in the development of a District AI Plan are also available within the AI Toolkit at p. 55. 3. When establishing AI guidelines for staff and students, considers the following key elements (AI Toolkit, p. 51): • Definitions to support AI literacy, including an understanding of how AI-related tools can impact well-being. • Specific responsibilities and expectations regarding academic behavior (for both educators and students), for example, how to cite sources, how to

	represent one's own work, how to respect copyright and avoid plagiarism, and protecting privacy and security. • Allowable or prohibited uses of AI, such as allowing the use of AI to generate initial ideas and prohibiting cyberbullying. • High-risk uses of AI, such as the use of AI to make decisions which may impact the rights or safety of students and staff. • Consequences for misuse that align with administrative procedure 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, which specifies how the District will monitor use and respond to misuse. • Recognition that students and staff with disabilities may have unique needs and may require support beyond what the guidelines provide, and that their needs will be considered consistent with the Individuals with Disabilities Education Act, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. For sample guidance resources, see Teach AI's *AI Guidance for Schools Toolkit*, pp. 29-39, at: www.teachai.org/toolkit. Regularly, but not less than annually, monitors the AI plan and guidelines and updates them as needed to meet the District's needs and to comply with updates to the law and technology.
Staff Members	Participate in professional development regarding AI, as appropriate. Understand and abide by Board policy 6:235, *Access to Electronic Networks*, administrative procedure 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, the District's AI Plan, and the District's AI Responsible Use Guidelines.
	K-12 Artificial Intelligence Resources: https://tech.ed.gov/education-leaders-ai-toolkit/ https://www.ltcillinois.org/ https://www.cosn.org/ai/ https://www.teachai.org/ https://www.edsafeai.org/safe https://iste.org/ai https://online.flippingbook.com/view/476927943/ https://crpe.org/responsive-systems-policies/ai-in-education/

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