Bellevue School District AI Handbook

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Introduction

Welcome to Bellevue School District's AI Handbook. This handbook is designed to help staff, students, and families learn together. It sets the foundation for how we explore and use AI to support learning, creativity, and daily operations, while keeping people, relationships, and sound judgment at the center of everything we do.

The purpose of this handbook is to build shared understanding and grow expertise so AI can be used effectively, responsibly, and confidently across our district. We invite everyone to engage by asking questions, trying things out, and learning along the way. You might see AI used as a "teammate" to help draft lesson ideas, analyze data, improve accessibility, support communication, or streamline routine tasks, freeing time for the work that matters most: teaching, learning, problem-solving, and caring for students.

Vision: Human-Centered & Future-Ready

Bellevue School District will use AI to **strengthen human connection in education,** giving educators more time to teach, students more personalized support, and our community better tools to learn, work, and lead. Our focus is future-ready learning, making sure our students graduate with the skills, curiosity, and confidence they need to lead and thrive in a rapidly changing world.

Our District Guiding Principles

1. **People First:**
   We lead with judgment, care, and responsibility, and AI is used in ways that honor our values, protect our community, and serve our educational mission.
2. **Fair, Inclusive, & Thoughtful:**
   We use AI in ways that promote fairness, access, and belonging, and we carefully check AI outputs for bias or misinformation.
3. **Responsible & Transparent:**
   We are open about when and how AI is used, and people remain accountable for decisions, outcomes, and ethical use.
4. **Private & Secure by Design:**
   We protect student and staff data by following privacy laws, security standards, and district guidelines when using AI tools.
5. **Future-Ready & Learning-Focused:**
   We build understanding, skills, and shared norms to prepare students and staff for a changing world, and we regularly reflect and adapt our AI use as technology, research, and community needs evolve.

AI tools may support our work, but people remain responsible for decisions, relationships, and outcomes

Road Map: Building AI Thoughtfully, Together

This handbook reflects our current direction, not a final destination. Our road map centers people, learning, and responsibility, and it recognizes that thoughtful implementation requires ongoing dialogue, reflection, and shared ownership across the district. This handbook will continue to grow as technology and our understanding change.

Strategic Alignment

Our AI road map is grounded in Bellevue School District's strategic priorities and long-term vision for students, staff, and our community.

AI decisions and practices will be aligned to:

- **High-quality teaching and learning**, supporting academic excellence and meaningful student engagement
- **Equitable systems and experiences**, ensuring technology strengthens access, belonging, and fairness
- **Strong professional practice**, respecting educator expertise and supporting staff
- **Sustainable and responsible operations**, balancing innovation with fiscal responsibility, privacy, and environmental considerations

AI at Bellevue School District

Artificial intelligence is changing how work gets done across Bellevue School District. This section provides guidance for the responsible use of AI in operational work and applies to all staff, especially those in administrative, operational, or support roles. It is designed to help staff understand when and how AI may be used, apply district expectations consistently, and feel confident using it in day-to-day work.

Aligned with the district's Strategic Plan and Annual Plan, this guidance supports BSD's values of We Belong, We Learn, and We Lead by showing how AI can enhance efficiency, communication, and service delivery while maintaining human oversight, equity, and public trust. Bellevue School District is committed to ensuring staff have the knowledge and tools to use AI thoughtfully, responsibly, and in support of long-term district goals, both in their professional roles and beyond.

AI tools may support our work, but people remain responsible for decisions, relationships, and outcomes.

How AI Can Support Operations Work

AI can support staff by assisting with routine, time-consuming, and organizational tasks, helping streamline work while reinforcing the importance of human judgment and accountability.

Daily Tasks & Efficiency

Use AI to streamline routine work—drafting emails, organizing notes, and summarizing information—so you can spend more time on what matters most.

Decision Support—not Decision-Making

AI can help surface data, patterns, and options, but final decisions should always rest with a human. Treat AI output as one input among many, not the answer itself.

Collaboration & Coordination

AI tools can help teams communicate, brainstorm, and stay aligned—but they work best alongside real conversation and relationship-building, not in place of it.

Clarity, Accessibility, & Equity

Use AI to make information clearer and more accessible for all audiences, while staying mindful of bias, accuracy, and equitable access to these tools.

Human Responsibility and Public Records

AI is a support tool, not a substitute for people. Work created with AI as part of district business may be considered a public record. Staff should consult district public records and retention guidance and use AI thoughtfully and responsibly.

Transparency & Communication

Transparency is essential to build trust with students, families, staff, and the broader community. When AI tools are used in district work, staff should communicate clearly and responsibly—especially when AI contributes to communications, materials, or decision support. AI may assist the work, but people remain responsible for accuracy, tone, decisions, and outcomes.

Be transparent when it matters

- If staff use AI to generate, revise, summarize, or translate content in a way that goes beyond minor edits, they should be prepared to explain how it was used.
- Transparency and disclosure are especially important when:
    - AI plays a significant role in **family-facing or public communications**

- Materials are **widely shared, published, or used for guidance**
- Content informs **reports, summaries, or recommendations** shared with leadership
- Stakeholders would **reasonably expect to know** how the content was created

Maintain human voice and responsibility

- All AI-assisted content must be reviewed, edited, and approved by staff before sharing.
- Communications should reflect district tone, context, and values, not automated language.
- Staff remain accountable for all content distributed.

Privacy

How the District Uses AI Safely and Responsibly

The district may use artificial intelligence tools to support learning, communication, and day-to-day operations. When we do, protecting student and staff information is a top priority. Below is a clear explanation of how we safeguard data and respect privacy.

Protecting Student and Staff Information

When AI tools are used, the district takes steps to protect students, staff, and district information from misuse, leaks, or unauthorized access. Any use of AI must follow existing district technology and privacy rules, as well as federal and state privacy laws, including laws that protect student education records.

Using Only the Information That Is Necessary

We limit the amount of information shared with AI tools.

- Staff are encouraged to use summaries or examples instead of full student records.
- Whenever possible, information is removed, changed, or made anonymous before it is used.
- AI tools should be given only what is needed to complete a task, nothing more.

Keeping AI Tools Secure

AI tools are **not** connected to school systems like email, grading systems, or payroll unless the district's IT department has approved it. This helps reduce the risk of data breaches or account compromise. All AI use must meet the district's cybersecurity and technology use standards.

Protecting Personal Information

Personal information must always be handled carefully when using AI tools. Personal information includes things like:

- Student names, ID numbers, or photos
- Grades, attendance, or discipline records
- Health or special education information
- Staff personnel records

This type of information is **not entered into public or consumer AI tools** unless the district has approved it. Even small pieces of information can sometimes identify a person when combined with other details, so care is taken to avoid that.

NOTE: Microsoft Copilot Chat is the only district-approved AI tool for use with personal, confidential, or private information, and staff must not enter this type of information into any other AI tool.

Following Privacy Laws (FERPA)

All uses of AI follow the **Family Educational Rights and Privacy Act (FERPA)** and other privacy laws.

- Student education records are only shared when legally allowed—such as with family permission or for a valid educational reason.
- If a vendor's AI system uses student data, the vendor must follow strict rules and can only use that data for approved educational purposes under district control.

Being Transparent with Families

We believe trust comes from openness.

- The district will clearly explain when AI tools are used, why they are used, and how information is protected.
- Staff are expected to be able to explain AI use in classrooms or district operations in plain, understandable terms.

Resources:

- 2022P: Electronic Resources - Student Acceptable Use of District Network
- 6800.2P: Acceptable Use
- FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Governance and Oversight

This section explains **how decisions about AI tools are made**, **who is responsible**, and **how the district ensures AI is used responsibly**. Governance helps protect students, staff, and the district by setting clear rules and processes for AI use.

Roles and Responsibilities

Using AI responsibly is a **shared responsibility** across the district.

Role	Responsibilities
Staff	• Use only district-approved AI tools • Follow district expectations for privacy, safety, and data protection • Report concerns, risks, or misuse when identified
School & Department Leaders	• Support responsible AI use in their buildings or teams • Ensure staff follow district guidance and expectations • Elevate concerns, questions, or requests when needed
AI Leadership Team	• Provide strategic oversight to support intentional, ethical AI use aligned with district goals • Review risks, proposed tools and use cases, compliance needs, and updates to guidance and policy

Data Governance and Systems

Data governance includes key areas such as acceptable use, student records and privacy, information security, records management, and incident response. These areas are covered by other resources:

- 2022P: Electronic Resources - Student Acceptable Use of District Network
- 6800.2P: Acceptable Use
- 3231P: Student Records
- FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Overview of AI Tools in Use

Bellevue School District uses a set of approved AI tools that have been reviewed for privacy, security, educational or operational value, and alignment with district values, and that include safeguards for student and staff data. Approved tools include Magic School, Colleague AI and Microsoft Copilot. Microsoft Copilot Chat is the only district-approved AI tool for use with personal, confidential, or private information, and staff must not enter this type of information into any other AI tool.
Staff should **not use personal or unapproved AI tools** for school or district business unless explicitly authorized.

Procurement and Vendor Requirements

All AI tools must follow **district procurement and vendor review processes**.
Before approval, vendors must meet district privacy, security, and legal requirements, including signing data privacy agreements and clearly explaining how district data is collected, stored, deleted, and protected. Vendors may not use district data to train AI models unless explicitly authorized by the district.
AI tools may not be purchased or adopted outside of established district processes (6210P: Purchasing Authorization and Control).

AI Tool Evaluation and Approval Process

Bellevue School District uses a **formal process** to review and approve AI tools.
The approval process includes:

1. A request is submitted for a new AI tool.
2. The tool is reviewed for data protection, legal compliance, security, educational or operational value, and equity and accessibility considerations.
3. A decision is made and communicated

Approval is required **before** an AI tool is used with students or district data.

Monitoring and Re-evaluating AI Tools

Approved AI tools are monitored over time for vendor or policy changes, reported concerns, and continued alignment with district expectations. If concerns arise or a tool is no longer appropriate for district use, it may be restricted, re-evaluated, paused, or removed, and the district will communicate expectations to staff, address data retention or deletion, and update the approved tools list.

Teaching & Learning with Generative AI

The Big 3: What They Mean & Why They Matter

Generative AI Big 3

1. **Be Transparent**
   Disclose how you used AI. Share your process, not just your product.
2. **Think Critically**
   Verify, question, and evaluate AI outputs before accepting or sharing.
3. **Create Responsibly**
   Use AI to expand your thinking and deepen your learning, not to replace it.

Why these matter:

- Connect to digital citizenship and ethical technology use
- Support college, career, and life readiness
- Reflect BSD values: integrity, curiosity, and responsible innovation

Shared language:

- Used consistently in classrooms, assignments, and feedback
- Reinforced in conversations with students and families
- *The Big 3 are durable principles, not tied to any specific tool.*

Risks and Responsibilities in Teaching & Learning

Transparency means naming risks honestly. These are not reasons to avoid AI. They are reasons to approach it with the Big 3.

Risk	Summary
Over-reliance	When AI does the thinking, students lose the practice, undermining independent problem-solving and content mastery.
Misinformation & Hallucinations	AI generates confident-sounding falsehoods. AI output must always be verified before use.
Algorithmic Bias & Inequity	AI trained on historical data can reflect existing biases, disadvantaging students of color, MLLs, students with disabilities, and low-income communities.
Data Privacy	Personally identifiable student information must never be entered into tools that have not been reviewed and approved by BSD.
Academic Dishonesty	AI makes it easy to submit work that doesn't reflect a student's own understanding, undermining the value of learning.
Equity & Access Gaps	Unequal access to devices and tools can widen achievement gaps if implementation is not thoughtful and equitable.
Developmental Considerations	The appropriate role of AI differs by age. Passive AI use and screen time carry developmental risks, particularly in K–5.
Emotional & Social Development	Over-reliance on AI for feedback or affirmation can hinder resilience and authentic relationship development.
Human Oversight	AI supports decision-making; it never replaces educator professional judgment. AI must not be the sole input for high-stakes decisions.

Possibilities of AI in Teaching & Learning

When aligned with the Big 3, AI expands access, efficiency, and creativity.

Possibility	What It Looks Like
Differentiation & Personalization	Meeting learners where they are: adapting pace, depth, and modality to individual needs.
Culturally Responsive Teaching	Surfacing diverse perspectives, materials, and representation across curriculum.
High-Quality Instruction	Supporting lesson design, resource creation, and intellectual rigor.
Efficiency	Reducing administrative burden so educators can focus on relationships and learning.
Timely Feedback	Faster feedback loops for students; formative insights for teachers.
Personalized Coaching	AI as a patient, on-demand thought partner for students.
Emerging Possibilities	This space will expand as the field evolves and BSD continues to learn.

Student Use of AI

The Big 3 in student practice: concrete expectations, clear examples, and honest conversations.

Common Language & The Big 3 in Action

Students use the Big 3 as a shared vocabulary across all classrooms and grade levels. Transparency, critical thinking, and responsible creation describe expected practice in real student work.

Classroom Generative AI Guidelines

To help students know when and how AI tools fit into their classwork, our classrooms display a simple stoplight guide. Just like a real stoplight, it gives students a quick, visual signal for how much AI support is appropriate for a given assignment.

Red — No AI Assistance
Complete all work independently

Yellow — Okay to Use AI as an Assistant
AI can help organize ideas, give feedback, and coach when stuck (must cite use)

Green — Human-AI Partnership
Research or create in collaboration with AI (must explain process)

Teachers will let students know which "light" applies to each assignment, so students always have clear expectations for how AI can (or can't) be part of their work.

Authorship & Academic Integrity

Students remain the author when AI is involved. Voice, ownership, and originality still matter. Existing academic integrity policies apply to AI use; students use the Generative AI Disclosure form to document their process.

Students should clearly indicate:

- Whether AI was used
- Which tools were used
- How AI contributed (brainstorming, feedback, etc.)
- That they are responsible for final content

Generative AI Disclosure

- ○ I did not use AI tools for this assignment.

I used the following AI tool(s):

- ○ Magic School
- ○ ColleagueAI
- ○ Copilot
- ○ Canva
- ○ Claude
- ○ ChatGPT
- ○ Gemini
- ○ Other: _____

I used AI for:

- ○ Brainstorming / Idea Generation
- ○ Feedback, Editing, or Revision
- ○ Organization or Outlining
- ○ Multimedia Generation
- ○ Other (briefly describe): _____

Initial: ____ — I reviewed all AI-supported work and am responsible for the final content submitted.

Helpful vs. Unhelpful Uses

Helpful: supports learning
Using AI to brainstorm, then doing the writing yourself
Asking AI to explain a concept you're stuck on
Using AI feedback to revise your draft
Checking AI output against reliable sources

Unhelpful: undermines learning
Submitting AI-generated text as your own work
Asking AI to complete an assignment for you
Replacing your own thinking with AI's thinking
Accepting AI output as fact without verification

AI, Productive Struggle & Persistence

Working through challenges is how learning happens. Students are encouraged to use AI to get unstuck, not to skip the struggle. The discomfort of not knowing yet is part of growth.

Students should understand:

- AI can be inaccurate, biased, or incomplete
- Not all uses of AI are appropriate in all assignments
- Their learning, not just the final product, is the goal
- Responsible use protects their credibility and growth

Educator Use of AI

Educators are held to the same Big 3 expectations they teach. The framework mirrors the student section intentionally.

Helpful Educator Uses
Using AI to generate lesson plan drafts for review
Using AI to create differentiated versions of resources
Using AI for feedback on your own writing
Disclosing AI use in materials shared with families

Unhelpful Educator Uses
Publishing AI-generated materials without review or disclosure
Using AI to write individualized student communications without oversight
Relying on AI for high-stakes student decisions
Entering student PII (personally identifiable information) into non-approved AI tools

Educators disclose AI use in professional materials and apply the same critical evaluation expected of students. Professional judgment remains the non-negotiable safeguard.

Educators are responsible for:

- Accuracy and quality of all materials
- Alignment to instructional goals

- Maintaining student privacy
- Modeling ethical and transparent AI use

Assessment, Feedback & Academic Integrity

Transparency is the standard. When students and educators practice the Big 3, most integrity questions are resolved before they become conflicts.

Using AI Productively in Assessment & Feedback

AI can play a supportive role in the following formative contexts:

Context	How AI Can Help
Formative feedback	Generate initial feedback drafts for educator review before sharing with students.
Rubric support	Draft rubrics aligned to learning targets; educators review and finalize.
Student self-assessment	AI can prompt reflection questions or provide coaching as students assess their own work.
Data pattern review	Summarizing aggregate (non-PII) assessment data to support instructional planning.

Where AI Must Not Be Used in Assessment

The following high-stakes determinations require human judgment. AI must not be the sole or primary input:

Category	Examples
Final grades	Summative grades, course credit, GPA-impacting marks
Individualized plans	IEP, 504, ELL, behavior support decisions
Discipline	Suspensions, expulsions, behavioral consequences
Placement & advancement	Grade retention, course placement, intervention assignment

Responding to Suspected Misuse

BSD takes a process-centered approach to suspected AI misuse. Educators should:

- Start with a conversation. Ask the student to explain their process, thinking, and choices.
- Consult the AI Disclosure form if one was submitted.
- Apply existing academic integrity policy; AI misuse is not categorically different from other forms of dishonesty.

- Document the concern and follow building-level procedures.
- Avoid relying on AI detection tools as primary evidence.

Student & Family Response

Students have the right to a fair process. If a student believes they have been incorrectly accused of AI misuse, they should:

- Share any evidence of their process (drafts, notes, conversation history, disclosure forms).
- Request a conversation with the educator and, if needed, a school counselor or administrator.

Families can support by talking with their student about how they used AI, reviewing submitted disclosure forms, and contacting the school with questions or concerns.

Teaching Authorship, Originality & AI Use

These conversations belong in instruction, not just policy. Recommended practices:

- Explicitly teach what authorship means when AI is a collaborator.
- Design assignments that make process visible, such as drafts, reflections, or annotations.
- Use the AI Disclosure form as a teaching tool, not just an accountability measure.
- Model your own transparency as an educator when you use AI to prepare materials.

Citation & Transparency Practices

The Generative AI Disclosure form (see section 4, above) is the district's standard tool for documenting AI use in student and educator work. It captures:

- Whether AI was used at all.
- Which tool(s) were used.
- What the AI was used for (brainstorming, feedback, drafting, etc.).
- A student acknowledgment of responsibility for the final product.

Educators may additionally ask students to submit prompts used, AI conversation logs, or written reflections on how AI shaped their process.

A Note on AI Detection Tools

Limitation	Why It Matters for BSD
High false positive rates - human writing is regularly flagged	Students, especially multilingual learners, may be unfairly accused
Detection accuracy drops as AI models improve	Tools purchased today may be unreliable within months
Disproportionate impact on students with different writing styles	Raises equity and civil rights concerns for students of color and MLLs
No tool is legally defensible as sole evidence	AI detection results alone are insufficient basis for discipline

BSD does not endorse AI detection tools as a primary response to suspected misuse. Process evidence (drafts, reflections, conversation history, and the student's ability to discuss their work) is more reliable and more equitable.