



# **Guide for K–12 AI Policy Development and Implementation (V 1.0)**

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## A. Value and Benefits of an AI Policy

Creating an AI policy ensures **responsible, ethical, and effective integration** of artificial intelligence in education. A well-crafted policy

- Establishes and communicates a consistent, clear expectation for AI use in schools;
- Protects students and educators by clarifying data privacy, safety, and academic integrity expectations (e.g., FERPA, COPPA, CIPA compliance);
- Promotes equity and access so that all students, regardless of background or ability, have the opportunity to benefit from AI tools;
- Supports informed leadership and consistent practice by aligning district actions with educational goals, ethical standards, and community values;
- Builds trust and transparency with parents, students, and staff through clear guidelines for appropriate AI use;
- Defines and establishes parameters for AI use in schools, by staff and students, defining encouraged, acceptable, discouraged, and prohibited uses;
- Encourages continuous professional learning, helping educators adapt to emerging tools, maintain instructional integrity, and obtain benefits; and
- Provides for on-going re-examination of AI use and application to education goals.

## B. Overview of Recommended Policy Components

A comprehensive policy has nine components, addressing all aspects of AI use within education settings. In brief, they are as follows.

<b>Component</b>	<b>Description</b>
1. Purpose & Alignment	Defines how AI use aligns with educational goals and district values. Clarifies that AI should enhance, not replace, human decision-making and learning.
2. Equity & Access	Ensures all learners have equitable and appropriate opportunities to use AI tools and that digital divides are minimized. Addresses accessibility features and adaptive supports.
3. Safety & Privacy	Protects student data in compliance with FERPA, COPPA, CIPA, and similar laws. Outlines practices for data collection, storage, and deletion.
4. Ethical Use & Accountability	Promotes transparency, fairness, and responsible AI use. Requires bias awareness and prohibits misuse or harmful applications.
5. Human Oversight	Establishes that all AI-assisted work must involve human review and reflection to preserve critical thinking and ethical judgment. Confirms that humans are accountable for AI-assisted results.
6. Academic Integrity	Provides guidance for acceptable AI use in coursework and plagiarism prevention. Requires disclosure of AI assistance and proper citation.
7. Education & Training	Supports professional development and AI literacy training for staff and students to foster responsible and effective AI use.
8. Evaluation & Review	Sets timelines and responsibilities for policy review based on technological and regulatory changes, and changes in the education environment.
9. Policy Enforcement	Clarifies how the AI policy will be implemented, monitored, and enforced.

## AI Policy Development Support (Core Service)

Looking for help developing your district's AI policy? Need someone from outside the system to bring an objective viewpoint and ask critical questions? Want help putting it all together?

Policy team facilitation and drafting is our core policy service!

### What it looks like:

- 2 days of discussion, brainstorming, and drafting with your team
- Preparation of a draft for review based on your team's input
- Follow-up review with your team and stakeholders for refinement and distribution
- Additional drafting and refinement to prepare for Board review.

## Additional Services to Support Policy Development

### Stakeholder Input & Survey\*

What do your staff and community members think about the use of AI in schools? How much do they know about it? How ready are they to use AI effectively?

We survey teaching staff, school / district leadership, and community members, and then analyze and package the results to inform policy development. (This should occur before policy development.)

### Policy Alignment Review\*

How do your current policies and manuals already address AI-use topics? Where are the gaps? How can you make sure the AI policy will align with current policies for students, staff, and community?

We review and report on IT, student, and staff policies and manuals to inform your AI policy.

### Board Approval and Support

Once you have your draft policy, what does your board need to approve it? What information, resources, or training does your board need to consider the policy thoughtfully?

*\* Included in the Professional Development as a Service (PDaaS) comprehensive support subscription.*

**Once you're ready to start, let's talk!**

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## C. Policy Component Deep Dives

Each of the following sections includes:

- Description (topic and content)
- Rationale (value)
- Core Questions for Consideration
- Sample Policy Language
- Development Process Guidance

### C.1. Purpose and Alignment

#### Description

The Purpose and Alignment section defines why the district is adopting an AI policy and how its principles connect to the district's instructional mission, vision, and core values.

In this policy section, clarify that AI should enhance human learning and leadership, not replace professional judgment or student effort. In this way, it provides the foundation for all other components of the policy and creates a starting point for decision-making and aligning AI use to educational goals.

#### Rationale

Purpose and alignment ensure that AI adoption serves a coherent educational vision rather than fragmented experimentation, meaning the focus of AI use is on student learning not the technological tools. A clear articulation of purpose

- Centers learning and ethics so that innovation strengthens student growth;
- Provides educators and stakeholders common understanding and expectation for how AI can be used responsibly;
- Set a vision for how the education environment approaches AI within the education setting;
- Prevents misuse by ensuring AI-based applications connect to measurable teaching, learning, or operational outcomes;
- Supports transparency and trust when staff, students, and parents understand why and how AI tools are being, and should be, used; and
- Establishes the alignment between AI use (and this policy) and other district policies.

A strong statement of purpose helps the district prioritize opportunities that improve equity, efficiency, and instructional quality while filtering out tools that do not align with its goals.

## Core Questions for Policy Development

### *Objectives and Scope*

- To what degree, or in what manner, does the district support the use of AI, and why?
- What are the primary objectives for introducing AI (e.g., improving instruction, increasing efficiency, strengthening ethical practice)?
- Will this policy apply universally across all grade levels or vary by developmental stage?

### *Alignment to District Goals*

- How does AI support the district's strategic plan, graduate profile, or student success goals?
- Which outcomes (e.g., academic, operational, or community) should AI help achieve?

### *Values and Guardrails*

- How will the district ensure that AI adoption reinforces its educational values and complies with legal and ethical standards?
- What mechanisms will verify that AI implementations remain consistent with the district's stated purpose as encompassed in the policy?

### *Communication and Engagement*

- How will the purpose and boundaries of AI use be communicated to staff, students, parents, and the community?
- How will the district collect feedback to confirm continuing alignment with community expectations?

## Sample Language for Policy Inclusion

“The purpose of this policy is to ensure that the use of Artificial Intelligence within the district supports our mission to educate all students ethically, equitably, and effectively. All AI applications and use must align with district goals for teaching, learning, and operational excellence. The district affirms that AI serves as a tool to enhance and not replace human judgment, creativity, and staff and student accountability.”

## Implementation Guidance

1. Begin with a review of current policy documents, mission, and vision.
2. Receive input from all stakeholder groups regarding use of AI, including asking staff to map current workflows and tools to a district goal.
3. Start the policy draft with a district AI mission statement that links AI use to instructional improvement, equity, and safety, as well as other factors reflecting stakeholder vision and concerns.
4. Use findings from evaluation and enforcement processes to refine purpose statements annually.

## C.2. Equity and Access

### Description

The Equity and Access section ensures that the district's use of Artificial Intelligence (AI) advances fairness, inclusion, and equal opportunity for every learner. It establishes expectations that all students will have equitable access to AI-supported tools, instruction, and resources.

This section defines how the district will identify and close digital divides so that AI strengthens rather than widens potential inequities.

### Rationale

AI can amplify opportunity when deployed responsibly, or it can or deepen inequity when it is not. Equity and access principles:

- Bridge the digital divide by ensuring that device, bandwidth, and software access are distributed fairly across all schools;
- Promote inclusion by requiring that AI systems meet accessibility standards and support students with disabilities and English learners;
- Reduce bias by demanding human review of, and accountability for, AI outputs; and
- Strengthen community trust by demonstrating that technology decisions prioritize fairness, representation, and stakeholder input.

Equitable AI use reflects the district's ethical and legal obligations under federal statutes, such as IDEA, ADA, Title VI, and Title IX, and under its own mission to serve every learner well.

### Core Questions for Policy Development

#### *Access and Infrastructure*

- Will all students and educators have equitable and developmentally appropriate access to AI-enabled devices, platforms, and internet connectivity?
- What steps will ensure that resource gaps between schools or communities do not limit access, use, or potential benefits?

#### *Inclusive Design and Accessibility*

- Are AI tools compliant with accessibility standards such as WCAG 2.1 and supportive of assistive technologies?
- How will the district evaluate AI products for usability by students with disabilities or English language learners?

#### *Bias and Fairness*

- How will AI systems be tested for bias, and what human-in-the-loop processes will confirm equitable outcomes?
- What safeguards will prevent disproportionate disciplinary or academic impacts on historically marginalized groups?

### *Community Engagement*

- How will families, community partners, and other stakeholders be consulted to ensure equitable access to AI resources?
- What mechanisms allow students and parents to report barriers to access and effective use?

### **Sample Language for Policy Inclusion**

“The district is committed to equitable and inclusive use of Artificial Intelligence that expands opportunity. All AI tools and services must comply with accessibility standards and support every learner’s participation, regardless of background or ability. The district will monitor AI implementation to prevent bias, close digital divides, and ensure that technology contributes to fairness, inclusion, and excellence for all students.”

### **Implementation Guidance**

1. Conduct an AI equity audit to assess device access, internet availability, and platform affordability.
2. Review vendor documentation of accessibility and bias-testing before approving AI tools for classroom use.
3. Implement multilingual and multimodal communication plans so families understand how AI tools are used within the education environment, can be accessed within and without the school facilities, and how they may be used.
4. Include students with disabilities, low socio-economic status, ELL, and other representatives in pilot programs and review committees to ensure authentic inclusion.

## **C.3. Safety and Privacy**

### **Description**

The Safety and Privacy section safeguards students, staff, and educational data by establishing clear standards for responsible AI use, security of personally identifying information, and data management. It defines how the district will ensure compliance with privacy laws such as FERPA, COPPA, CIPA, and IDEA, and it sets expectations for transparency in how AI tools collect, process, and store information.

This section ensures that all AI-enabled systems are implemented securely, ethically, and with the informed consent of those affected.

### **Rationale**

Protecting the privacy and safety of students is both an ethical and legal obligation. AI systems may use sensitive personal information (e.g., academic records, communications, behavioral data), and mishandling such data can jeopardize student trust and district credibility, as well as put student and others at risk. Clear privacy protections

- Ensure compliance with federal and state data protection regulations;

- Prevent unauthorized access, breaches, or misuse of student data through strong governance and vetting of AI vendors and products;
- Preserve digital safety by teaching responsible use and by maintaining human oversight of AI interactions; and
- Build community confidence that AI tools enhance learning without compromising individual rights.

A robust safety and privacy framework assures parents, students, and staff that AI use will not jeopardize security or privacy.

### **Core Questions for Policy Development**

#### *Data Protection and Compliance*

- Which federal and state laws govern AI data collection and use in our district (FERPA, COPPA, CIPA, IDEA)?
- What consent and disclosure procedures will ensure legal compliance and parent awareness?

#### *Vendor and Tool Vetting*

- How will the district evaluate AI vendors for compliance with privacy and data security standards?
- Are contracts with vendors explicit about data ownership, retention, and deletion policies?

#### *Monitoring and Oversight*

- Who is responsible for ongoing monitoring of AI systems for security and compliance, as well as for safe, secure, and appropriate use related to personally identifiable data?
- What mechanisms will detect, report, and respond to potential data breaches?

#### *Transparency and Communication*

- How will the district inform staff, students, and families about data practices related to AI tools?
- What information must vendors disclose about data collection, storage, and third-party sharing?

#### *Incident Response*

- What steps will the district follow if data exposure, bias detection, or inappropriate AI output occurs?
- How will affected individuals be notified, supported, and protected from further harm?

### **Sample Language for Policy Inclusion**

“The district is committed to protecting the privacy, safety, and rights of all individuals in the use of Artificial Intelligence tools and systems. All AI applications must comply with applicable

federal and state privacy laws, including FERPA, COPPA, CIPA, and IDEA. The district will ensure transparency in how data is collected, stored, and used, and will maintain rigorous safeguards to prevent unauthorized access or misuse. Any breach or violation will be addressed promptly, with communication to affected parties and corrective measures to restore data integrity and community trust.”

### **Implementation Guidance**

1. Conduct annual data privacy audits for all AI and digital tools used in instruction or operations.
2. Require privacy impact assessments (PIAs) before adopting any new AI application.
3. Maintain an AI-approved vendor list based on documented and verified compliance with FERPA, COPPA, and CIPA.
4. Implement multi-layered access controls and two-factor authentication for AI systems that process or store student information.
5. Develop a data breach response plan with defined escalation procedures and parent notification timelines.
6. Provide training for staff and students on responsible digital citizenship, recognizing phishing or misinformation, and protecting personal data.
7. Incorporate opt-out mechanisms and alternative processes or tools for families who prefer alternatives to certain AI-supported applications.

## **C.4. Ethical Use and Accountability**

### **Description**

The Ethical Use and Accountability section establishes the ethical and professional expectations for how Artificial Intelligence will be used throughout the district. It defines what constitutes responsible, transparent, and fair AI practice, and it clarifies that all users share responsibility for upholding these standards.

This section ensures that AI supports the district’s educational mission with integrity and that every deployment of AI technology reflects ethical judgment, equity, and respect for human dignity.

### **Rationale**

Ethical use is the foundation of trustworthy AI adoption in schools. AI systems can make decisions, generate content, and analyze data in ways that influence instruction and student outcomes. They must be used under clear ethical guardrails. By defining expectations for accountability and ethical behavior, the district

- Promotes transparency about how AI tools are selected, used, and evaluated;
- Prevents harm by addressing issues of bias, misinformation, and inappropriate use;
- Builds trust among teachers, students, parents, and other stakeholders through consistent, principled practices;

- Ensures fairness so that technology never replaces professional judgment or human empathy; and
- Creates accountability structures that apply equally to staff and students, ensuring that violations are addressed and corrected.

In essence, ethics guide the “why” and “how” of AI use, ensuring innovation remains grounded in the district’s student-focused and human-centered values.

### **Core Questions for Policy Development**

#### *Defining Responsible Use*

- What does “ethical use” of AI mean in our district context?
- What principles (e.g., fairness, transparency, respect, human dignity) will guide our decision-making?

#### *Accountability and Oversight*

- Who is accountable for ethical AI use at the classroom, school, and district levels?
- What processes ensure that ethical breaches are identified, reported, and resolved fairly?

#### *Bias and Fairness*

- How will the district test and monitor AI tools for algorithmic bias or discriminatory outcomes?
- What human review process will ensure that AI-supported conclusions are fair, equitable, and justifiable?

#### *Transparency and Communication*

- How will the district inform students, staff, and families about how AI tools operate and what data they use?
- How will educators disclose AI-generated content in teaching and administrative processes?

#### *Modeling Ethical Behavior*

- How will staff model responsible AI use for students?
- What training will help staff and students understand ethical dilemmas and make sound judgments when using AI tools?

### **Sample Language for Policy Inclusion**

“The district is committed to the ethical and transparent use of Artificial Intelligence to advance learning, leadership, and operational efficiency. All AI use shall reflect fairness, respect, and accountability, ensuring that human judgment remains central to decision-making. AI tools must be free from bias, used within the boundaries of district purpose and privacy standards, and continuously evaluated for ethical impact. Staff and students are responsible for using AI tools

with honesty, integrity, and respect for others, and for reporting any misuse or concerns to designated administrators.”

### Implementation Guidance

1. Establish a **district AI ethics statement** summarizing core principles (e.g., fairness, transparency, accountability, human oversight).
2. Integrate **ethics modules into staff training** and digital citizenship lessons for students.
3. Implement **disclosure protocols, such as for** labeling AI-generated content in communications and instructional materials, in alignment with policies on providing references and citations, in which AI-generated content is significant.
4. Encourage **staff reflection practices** (e.g., self-assessment checklists) to ensure that AI use aligns with educational goals and community standards.
5. Coordinate with **Policy Enforcement** to ensure that ethical breaches are addressed with proportionate and appropriate for the education environment.

## C.5. Human Oversight and Empowerment

### Description

The Human Oversight and Empowerment section defines how educators, administrators, and students will maintain control, judgment, and accountability in all uses of Artificial Intelligence. It affirms that AI can be a multiplier of for professional expertise, critical thinking, or ethical decision-making, while clarifying that AI does not substitute human judgement and expertise.

This section ensures that human beings remain the final authority and are accountable for any AI-assisted action, decision resulting from AI use, and AI-generated content that affects teaching, learning, or school operations.

### Rationale

Human oversight ensures that AI serves educational goals responsibly and that automated systems do not operate without context, human judgment, or ethical awareness. Even the most advanced AI tools can generate errors, bias, or incomplete information; human interpretation is essential to safeguard accuracy and fairness. Embedding human empowerment within AI use

- Protects agency and professional integrity for educators, leaders, and students;
- Prevents overreliance on automation by ensuring that AI augments rather than replaces human reasoning;
- Maintains accountability by requiring human review of all AI-driven outputs and decisions; and
- Fosters AI literacy and confidence among staff and students, enabling informed participation in digital environments.

This principle keeps AI aligned with the district’s educational mission, purpose, and vision for student success.

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## Core Questions for Policy Development

### *Oversight and Decision Authority*

- Which education roles (e.g., teacher, administrator, IT director, counselor) retain final authority over AI-assisted recommendations or outcomes?
- What is the “chain of command” for reviewing AI-generated outputs, use, or concerns?
- In what circumstances must AI outputs be reviewed, verified, or adjusted by a human before implementation?
- How will students and staff be held accountable for AI-generated content, decision, or outputs?

### *Transparency and Understanding*

- How will educators and students learn to interpret AI results accurately and critically?
- What procedures ensure that staff and students understand the limitations of AI-generated information?

### *Ethical and Professional Boundaries*

- How will the district prevent inappropriate or professional or instructional decisions to AI tools, thus enforcing user accountability?
- What mechanisms or processes prevent or mitigate automated decision-making in areas affecting equity, discipline, grading, or placement?

### *Empowerment and Skill Building*

- How will training help educators and students build AI literacy and confidence in managing technology?
- How will staff be supported to model reflective, informed use of AI in classrooms and leadership settings?

### *Continuous Review*

- How will the district evaluate whether students and staff are using AI systems appropriately, safely, effectively?
- What feedback systems will enable staff to report concerns about AI reliability or misuse?

## Sample Language for Policy Inclusion

“AI tools are designed to support the professional expertise, ethical judgment, and decision-making of educators and administrators. All AI-assisted actions, recommendations, and analyses must be reviewed and approved by qualified personnel before implementation. The district affirms that humans remain the ultimate decision-makers and maintain accountability in all educational and operational contexts.”

## Implementation Guidance

1. Require and monitor for human review checkpoints before any AI-generated recommendation or automated process affects student outcomes, grading, or placement;
2. Develop a “Human-in-the-Loop” policy statement specifying that final responsibility always rests with the educator or administrator;
3. Include AI usage, interpretation, and bias awareness modules in professional development for teachers and leaders;
4. Encourage students (and staff) to employ critical analysis when using AI, such as questioning, verifying, and citing AI-generated content appropriately.
5. Establish district-level review procedures for monitoring AI-supported systems used in assessment, prediction, or data analysis.
6. Integrate reflective prompts into staff and student AI activities (e.g., “How did this tool assist your thinking?” “What parts still required human judgment?”).
7. Ensure manual override capabilities for any AI-driven platforms affecting student data, safety, or instructional decisions.

## C.6. Academic Integrity

### Description

The Academic Integrity section defines how Artificial Intelligence may and may not be used in learning, assessment, and scholarly work. Importantly, it defines what constitutes cheating or appropriate use. It ensures that AI supports creativity, learning, and skill development without reducing the value of student effort or teacher professional judgment. This section should align closely with other policies on student and staff expectations

This section clarifies expectations for appropriate use, citation, originality, and honesty when students and staff use AI tools in academic or professional contexts.

### Rationale

AI technologies can accelerate productivity and expand access to knowledge. However, they also create new challenges for academic integrity, authorship, and originality in education. A clear Academic Integrity framework

- Preserves authenticity by ensuring that AI complements human thought and expression;
- Protects fairness by establishing consistent expectations for usage type and degree, disclosure, and attribution;
- Supports educators in assessing student understanding accurately and designing assignments that require personal input and that demonstrate student ability; and
- Strengthens trust in academic outcomes, promoting ethical scholarship in both digital and traditional environments.

Maintaining integrity in AI use cultivates students who are capable of using technological tools appropriately and effectively while prioritizing individual learning and application.

### **Core Questions for Policy Development**

#### *Defining Acceptable Use*

- What forms of AI use are permitted in classroom assignments (e.g., brainstorming, translation, feedback)?
- When is AI use prohibited because it replaces a student’s independent work?
- What constitutes “cheating” or other forms of inappropriate use?

#### *Transparency and Disclosure*

- How should students and staff disclose the use of AI tools in creating or editing their work?
- What citations or statements are required to acknowledge AI contributions, and when?

#### *Assessment and Verification*

- How will educators assess student understanding in an AI-assisted environment?
- To what degree, or in what manner, should staff employ AI-detection tools?
- What strategies avoid dependency on detection tools while promoting authentic learning?

#### *Instructional Design*

- How will teachers design assignments and assessments that require and reward skill mastery, understanding, and critical thinking?
- How will teachers clarify and communicate consistent expectations regarding AI use to students?
- What professional development will help educators adapt planning, grading, and feedback practices to account for student use of AI?

#### *Response to Violations*

- What constitutes misuse, plagiarism, or dishonesty involving AI-generated work?
- How will the district respond to misuse of AI?

### **Sample Language for Policy Inclusion**

“The district values honesty, originality, and accountability in all academic and professional work. Artificial Intelligence may be used as a tool for learning, creativity, and productivity when disclosed and applied appropriately. AI use that replaces a student’s independent effort, conceals authorship, or misrepresents work as one’s own is a violation of academic integrity. Students and staff must cite AI tools when used, adhere to ethical standards of scholarship, and respect the learning process by maintaining authenticity in all submitted work.”

## Implementation Guidance

1. Include AI use guidelines in student handbooks, course syllabi, and academic honesty statements.
2. Require AI disclosure statements for any assignment or project that significantly incorporates AI assistance, and provide tools or models (e.g., “This portion was generated or reviewed using [tool name] for [purpose]”).
3. Provide teachers with lesson models that incorporate AI use yet ensure student learning and demonstration.
4. Avoid reliance on AI detection software by promoting performance-based assignments and other strategies for students to demonstrate learning.
5. Develop tiered responses for AI-related misconduct.
6. Encourage teacher collaboration to share effective strategies to verify student understanding.

## C.7. Education and Training

### Description

The Education and Training section describes how the district will prepare educators, administrators, staff, and students to use Artificial Intelligence effectively and ethically. It establishes professional learning requirements and supports ongoing skill development.

### Rationale

Training is the foundation of successful and sustainable AI integration and ensuring that AI supports effective pedagogy, assessment, and leadership. Without shared understanding and skill, even the most comprehensive policies cannot be implemented effectively. Strong education and training programs

- Enhance instructional quality by helping educators integrate AI into teaching, assessment, and planning for learning-centered purposes;
- Build AI literacy so educators and students understand how AI works, its strengths and limitations, and its ethical considerations;
- Promote equity by ensuring all staff and students understand how to use AI to accomplish clearly defined learning purposes;
- Reinforce ethical and safe practices through regular updates on privacy, bias, and digital security; and
- Support sustainability by developing in-house expertise and creating local champions for innovation.

Professional learning in AI should be continuous, role-specific, and reflective of evolving technology and educational needs.

## Core Questions for Policy Development

### *Training Needs and Priorities*

- What knowledge and skills do educators, leaders, and students need to use AI responsibly and effectively?
- What support do educators need to use AI in support of pedagogy, assessment, and professional responsibilities?
- What support do school leaders need to use AI to support of their instructional leadership and other leadership responsibilities?
- How will the district assess current readiness and identify professional learning gaps?

### *Professional Development Structures*

- What formats (e.g., workshops, micro-sprints, PLCs, online modules) will be used to deliver ongoing AI training?
- How will training be differentiated for teachers, administrators, support staff, and students?
- How will AI use be incorporated into professional development on pedagogical approaches to raising student achievement?

### *Curriculum Integration*

- How will AI literacy and skills be embedded across subject areas and grade levels to expand student learning?
- What resources or exemplars will guide teachers in integrating AI into instruction and assessment?
- What types of role-specific training or professional support will be provided in alignment with student learning needs?

### *Capacity Building*

- How will the district develop internal expertise (e.g., AI leads, coaches, or peer mentors) to sustain training long term?
- What evaluation methods will determine whether professional development improves practice and outcomes?

### *Policy Awareness*

- How will training ensure all staff and students understand and comply with the district's AI policy?
- How will updates or new requirements be communicated and reinforced over time?

## Sample Language for Policy Inclusion

“The district will provide continuous professional learning to ensure that all staff and students understand and can apply Artificial Intelligence tools responsibly, ethically, and effectively.

Training will be role-specific, equitable, and ongoing, emphasizing human oversight, ethical awareness, and instructional improvement. The district will review and update AI training annually to reflect technological advances, policy changes, and evolving educational needs. By developing local expertise and shared understanding, the district empowers all community members to use AI confidently and responsibly.”

### **Implementation Guidance**

1. Launch role-specific foundational workshops for all staff on the basics of effective and appropriate AI use within the teaching and learning environment.
2. Provide training for all staff to establish shared understanding of policy, ethics, and instructional applications.
3. Provide on-going role-based learning tracks, such as instructional use for teachers, strategic planning for administrators, and compliance and monitoring for IT staff.
4. Embed AI literacy modules into digital citizenship and technology curricula for students.
5. Use the ongoing PLC process to strengthen application of AI and build a cadre of local supports.
6. Develop a Professional Learning Dashboard that tracks participation and feedback and is responsive to educators’ changing needs.
7. Encourage peer-led learning through AI “ambassador” programs where trained educators mentor colleagues.
8. Partner with expert providers for comprehensive services, such as PDaaS (Professional Development-as-a-Service) models, to ensure ongoing support and measurable outcomes.
9. Integrate policy review discussions into staff meetings and student orientations annually.

## **C.8. Evaluation and Review**

### **Description**

The Evaluation and Review section establishes the district’s process for monitoring, assessing, and updating its Artificial Intelligence policy and practices. It ensures that implementation remains effective, equitable, and aligned with educational goals, legal standards, and ethical principles.

This section defines how data, stakeholder feedback, and periodic audits will guide revisions to the AI policy to align with emerging technologies and changing instructional priorities.

### **Rationale**

AI technology, and, by extension, its potential effect on teaching and learning, is rapidly changing. A static policy risks becoming outdated or ineffective, while a system of regular evaluation ensures ongoing relevance and compliance. Continuous review of the district’s AI policy

- Promotes accountability by measuring policy effectiveness against defined goals and performance indicators;

- Ensures alignment with new legal requirements, state and federal guidance, and evolving district priorities;
- Supports transparency by inviting feedback from educators, students, parents, and community partners;
- Encourages adaptability so that the district can respond proactively to new risks, opportunities, or technologies; and
- Strengthens professional culture through data-informed reflection and improvement.

Evaluation transforms AI policy from a static document into a dynamic framework for responsible innovation.

### **Core Questions for Policy Development**

#### *Frequency and Scope*

- How often will the AI policy be reviewed (e.g., annually, biannually)?
- Which components (e.g., training, data security, ethics) will require ongoing monitoring?

#### *Evaluation Metrics*

- What indicators will measure policy success (e.g., teacher confidence, compliance rates, reduction in misuse incidents)?
- How will data be collected and analyzed to assess AI's impact on teaching, learning, and operations?

#### *Stakeholder Feedback*

- How will educators, students, and families contribute to reviewing AI implementation?
- What methods will ensure diverse and representative input?

#### *Compliance and Improvement*

- How will the district verify compliance with privacy, accessibility, and ethical standards?
- How will identified issues or gaps lead to policy updates or retraining efforts?

#### *Transparency and Reporting*

- How will evaluation findings be communicated to staff, leadership, and other stakeholders?
- Who is responsible for maintaining documentation and tracking revisions?

### **Sample Language for Policy Inclusion**

“The district will conduct regular evaluations of its Artificial Intelligence policy and implementation to ensure ongoing effectiveness, equity, and compliance. Evaluation will include data analysis, stakeholder feedback, and annual policy audits conducted by the AI Policy Review Committee. Findings will be shared transparently with district leadership and the community, and the policy will be updated as needed to reflect technological, ethical, and educational

developments. Through continuous review and improvement, the district affirms its commitment to responsible, adaptive, and future-focused AI use.”

### **Implementation Guidance**

1. Establish an AI Policy Review Committee that includes district leaders, teachers, IT staff, parents, and students.
2. Conduct annual policy audits assessing compliance, usage trends, training participation, and desired outcomes.
3. Use quantitative data (e.g., survey results, incident reports, access logs) and qualitative feedback (e.g., focus groups, open forums) to inform decisions.
4. Align reviews with other district processes such as strategic planning, accreditation, and technology plan updates.
5. Maintain a policy version control record, documenting revisions and approval dates.
6. Share summary reports with the school board and community to promote accountability and transparency.
7. Apply continuous improvement cycles to refine implementation and reinforce learning.
8. Ensure that all findings inform professional learning priorities and enforcement practices, closing the loop between evaluation and action.
9. Incorporate review checkpoints in curriculum adoption, technology procurement, and PD planning to ensure alignment remains intact.
10. Establish a standing AI Policy Task Force to monitor alignment between evolving technologies and district priorities.

## **C.9. Policy Enforcement**

### **Description**

The Policy Enforcement section explains how the district will uphold its AI policy through clear accountability structures, consistent monitoring, and transparent responses to misuse. It defines who is responsible for enforcement, how incidents will be documented, and what steps will follow violations or breaches of acceptable use. Enforcement is necessary for maintaining integrity, promoting safety, and supporting appropriate and effective use of AI.

This policy section should align closely with existing student and staff policies, as well as IT policies. Enforcement mechanisms should combine prevention, education, and correction.

### **Rationale**

A policy is only effective when it is actively implemented and enforced. Without clear enforcement procedures, even the best-written policies risk becoming symbolic rather than protective. Strong enforcement

- Protects equity and fairness by ensuring consistent expectations across schools and grade levels

- Reinforces ethical behavior and models accountability for students and staff;
- Mitigates risk by addressing privacy breaches or academic misconduct promptly;
- Builds trust by demonstrating that the district takes its commitments seriously.
- Helps leaders identify areas for professional learning, where misunderstandings, not malice, may be the cause of violations.

## **Core Questions for Policy Development**

### *Roles and Responsibilities*

- Who will oversee compliance (e.g., site administrators, IT staff, instructional leaders, or an AI policy task force)?
- What are teachers' and students' responsibilities for reporting suspected misuse?
- What is the chain-of-command for reporting or responding to non-compliance?

### *Monitoring and Documentation*

- How will the district monitor AI tool usage without violating privacy laws (FERPA, COPPA)?
- What documentation or reporting process will be used for incidents or exceptions?

### *Response to Violations*

- What constitutes minor vs. major violations?
- How will restorative practices (e.g., reteaching, coaching, parent notification) be offered to prevent later punitive measures?

### *Transparency and Appeals*

- How will the district communicate enforcement procedures to students, families, and staff?
- Is there an appeals process for students or educators who believe they were penalized unfairly?

### *Continuous Improvement*

- How will enforcement data be analyzed to inform future revisions of the AI policy?
- How will feedback loops between enforcement, education, and policy review be maintained?

## **Sample Language for Policy Inclusion**

“Violations of the AI Policy will be addressed in accordance with existing district procedures for academic integrity, technology use, and professional conduct. The district will emphasize education and restorative practices before discipline, ensuring that consequences are proportionate and fair. Repeated or egregious misuse of AI tools may result in administrative action consistent with district policy and state or federal law.”

## Implementation Guidance

To operationalize enforcement, consider a tiered system that emphasizes education before punishment, such as the following 3-tiered enforcement model.

<i>Tier</i>	<i>Example of Violation</i>	<i>Recommended Response</i>
Tier 1: Awareness Issue	Student uses AI tool without understanding citation or disclosure rules.	Teacher coaching, reflection activity, parent notification.
Tier 2: Misuse or Negligence	Staff member uploads student data to a non-compliant AI platform.	Formal warning, retraining, documentation to supervisor.
Tier 3: Serious Breach	Intentional data exposure, harassment, or repeated violations.	Administrative investigation, disciplinary action per policy.

### Suggested Monitoring Practices:

- Incorporate AI usage reflection logs in student assignments.
- Conduct periodic audits of tools used within classrooms and networks.
- Require administrator sign-off for adoption of new AI applications.
- Align district enforcement with existing technology acceptable-use policies and student codes of conduct.
- Conduct regular reviews of teacher and staff use and behavior relative to the AI and other policies.

## D. Policy Development and Implementation

### D.1. Planning Overview

Even the strongest AI policy has little impact unless schools and districts follow a deliberate process that engages stakeholders, aligns with mission and values, and establishes mechanisms for ongoing learning.

A clearly defined plan for policy development is necessary to translate the policy components into actionable steps that ensure district teams can move from planning to practice with consistency, collaboration, and accountability. When planning policy development, consider the following questions.

### D.2. Core Questions for Policy Development

#### *Leadership and Governance*

- Who will lead the local AI policy development process (e.g., superintendent, technology director, AI task force)?
- How will roles and responsibilities be defined for development, approval, communication, and monitoring?

#### *Stakeholder Engagement*

- How will educators, students, families, and community members contribute to shaping the local AI policy?
- What strategies will ensure that engagement is equitable and transparent?

#### *Implementation Planning*

- What steps and timeline will guide policy creation, adoption, and rollout?
- How will training, communication, and enforcement be coordinated?

#### *Measurement and Accountability*

- How will the district track progress, identify challenges, and document improvements?
- What feedback loops will connect implementation results back into professional learning and policy revision?

### **Policy Implementation Recommendations**

1. Designate an AI Policy Implementation Lead to oversee coordination and communication between departments and stakeholder groups.
2. Create a Stakeholder Communication Plan to ensure transparency during all phases.
3. Integrate implementation milestones into district strategic and technology plans.
4. Schedule, at a minimum, quarterly progress meetings for the AI Policy Team to monitor rollout and troubleshoot challenges.

5. Establish a Feedback and Improvement Loop: feedback → analysis → adjustment → retraining → reimplementation.
6. Document decisions, lessons learned, and next steps to build institutional knowledge over time.
7. Revisit policy training annually to reflect updates in technology, laws, and district priorities, and to address benefits, challenges, or concerns that may arise.

### D.3. Suggested Implementation Process and Timeline

Phase	Key Actions	Primary Outputs
Phase 1: Preparation and Awareness	<p>Establish a District AI Policy Team (cross-role representation: leadership, teachers, IT, legal, students, parents).</p> <p>Review this guidance document and identify local priorities. Conduct an AI Readiness Survey to assess staff knowledge, equity gaps, and current technology use.</p>	<p>AI Policy Team Charter</p> <p>Readiness Summary</p> <p>Draft Policy Development Timeline</p>
Phase 2: Policy Development and Drafting	<p>Use Sections 3.1–3.8 to build local policy components in collaboration with stakeholder groups.</p> <p>Align drafts with existing district policies (technology use, academic integrity, data privacy).</p> <p>Solicit stakeholder input through forums or surveys.</p>	<p>Draft AI Policy Document</p> <p>Stakeholder Feedback Report</p>
Phase 3: Review, Revision, and Adoption	<p>Present draft to district cabinet, board, and legal counsel for review.</p> <p>Revise based on compliance, community input, and board recommendations.</p> <p>Adopt policy formally through board approval.</p>	<p>Final Adopted Policy</p> <p>Communication Plan</p> <p>Board Resolution (if applicable)</p>
Phase 4: Implementation and Training	<p>Launch professional development for staff.</p> <p>Integrate AI literacy modules into student curricula.</p>	<p>Training Schedules</p> <p>Updated AUP and Handbooks</p>

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<b>Phase</b>	<b>Key Actions</b>	<b>Primary Outputs</b>
	Begin district-wide rollout of approved AI tools and practices. - Communicate expectations to parents and community.	Public-facing AI Policy Page
Phase 5: Evaluation and Continuous Improvement	Conduct annual AI Policy Audit (review effectiveness, enforcement data, training results). Collect feedback from all user groups. - Publish an annual AI Implementation Report with recommendations. Update the policy as technologies and needs evolve.	Annual Review Report Updated Policy Revisions Communication Summary

## E. Sample Policy

*This sample demonstrates how the core questions might be answered by a school district. This sample language is not a recommendation for your policy, but is intended to provoke discussion and ideas that you might adapt and incorporate.*

### C.1 Purpose and Alignment

ASD supports AI to: (a) improve instruction and feedback; (b) increase educator efficiency; and (c) strengthen ethical practice and digital literacy. AI use is permitted PreK–12 with developmental scaffolds (e.g., teacher-mediated use in lower grades).

AI pilots and adoptions must map to the ASD Strategic Plan priorities: literacy and numeracy growth, inclusive practices, and operational excellence. Success indicators include student growth targets, time saved on routine tasks, and improved access for multilingual learners.

All practices must align with ASD’s code of conduct and legal/ethical standards.

ASD will publish an “AI in ASD” web page, host family forums, and conduct staff/student feedback processes each semester to confirm alignment with community expectations. Communications are provided in English, Spanish, Tagalog, and Cantonese.

### C.2 Equity and Access

ASD maintains 1:1 devices for grades 3–12; carts for PreK–2. Schools with bandwidth/device gaps receive priority refresh.

Approved tools must meet WCAG 2.1 AA and interoperate with assistive tech; vetting includes trials with students receiving services and English learners. Vendors of AI products must provide bias-testing evidence.

### C.3 Safety and Privacy

ASD complies with FERPA, COPPA, CIPA, IDEA, and state law. Parental consent and clear disclosures are required where applicable.

Contracts must specify data ownership, retention, deletion, and breach duties. ASD publishes data practices for each approved tool and requires vendor disclosure of collection/storage/third-party sharing.

Any use of AI tools for professional duties must conform to applicable laws and student data safety practices.

IT Security oversees compliance and security posture; district systems log access; suspicious events trigger incident protocols.

The Incident Response Plan defines steps, timelines, and notifications for breaches, bias harms, or inappropriate outputs; affected individuals receive support and remedies.

Staff may use personal or third-party AI accounts (e.g., ChatGPT, Gemini, Claude) for professional purposes provided that

- No student or staff PII, confidential records, or sensitive internal information are entered into those tools;
- The use aligns with ASD’s AI Purpose, Ethics, and Privacy standards;
- Outputs are reviewed for accuracy and appropriateness before dissemination; and
- The user identifies themselves as responsible for the final content.

ASD encourages transparency rather than restriction—staff should document or disclose AI use when relevant and seek guidance if uncertain about tool safety or data handling.

#### **C.4 Ethical Use and Accountability**

“Ethical use” in ASD means fairness, transparency, respect, and human dignity; AI augments professional judgment and student learning, never replaces it.

No student or staff member may use AI to perform any action that violate another person’s rights or privileges, in alignment with student or staff behavior policies, including any use of AI to harass, bully, demean, or cause harm to another person.

Classroom teachers, site leaders, and central office share tiered accountability; ethics concerns follow a documented report-review-resolution process.

The AI Review Rubric includes equity checks; human reviewers test for disparate impact before scale-up.

Staff disclose when AI materially assisted instruction or communications; students learn to label AI-assisted work appropriately.

Staff model proper prompting, citation, and limitations-awareness; PD features scenario-based ethics labs.

#### **C.5 Human Oversight and Empowerment**

Final authority for AI-assisted recommendations rests with licensed educators and administrators per role; counselors retain placement authority; HR/Principals retain evaluation authority.

Staff and students are accountable for any AI-assisted content.

Curriculum & IT co-publish “Interpret with Caution” guides; teachers model verification; students learn reliability checks.

ASD bars delegating professional/placement decisions to AI and prohibits automated decisions in equity-sensitive areas (e.g., discipline, grading, placement). AI may inform but not decide staff evaluation or student program placement.

All consequential AI outputs require human review before action, including any use of AI-detection tools for student assignment. ASD requires human-in-the-loop reviews for consequences-bearing uses (e.g., grading assistance, behavior insights). Disproportionate impacts trigger a pause and review.

Usage appropriateness is audited; staff can flag reliability issues via a helpdesk category that feeds policy updates.

## C.6 Academic Integrity

Permitted uses include brainstorming, language support, research planning, formative feedback, and content creation, with attribution. Prohibited uses include using AI to replace a student's independent work. ASD defines cheating to include uncredited AI authorship. Expectations, permissions, and consequences for misuse are applied in alignment with the ASD student handbook.

Courses and instructional activities include expectations regarding the degree to which students may use AI in their assignments, from non-use through collaborative engagement with AI. In all cases of student use of AI, students will provide attribution and cite AI assistance, to include the tool used, purpose of the use, and extent of content developed with or by AI.

Teachers use performance tasks, conferences, and drafts-to-finals to verify learning. "AI checkers" may be consulted only with rigorous human follow-up and never as sole evidence.

Teachers design tasks that demand analysis, reflection, and personal voice; syllabi communicate consistent expectations; PD supports grading and feedback in AI-rich contexts.

Misuse is addressed via education-first responses, escalating only when patterns persist; procedures align with ASD's code of conduct.

## C.7 Education and Training

All roles receive baseline AI literacy training and professional development on the safe, responsible, and appropriate use of AI.

- Teachers receive professional development on the use of AI to support effective pedagogy, assessment, and creation of learning resources, in addition to training on AI use for other professional responsibilities.
- Leaders receive training in AI use for instructional leadership responsibilities, strategic planning, and other uses of AI for their role-specific responsibilities.

Professional supports include ongoing learning (e.g., workshops, PLC cycles, online modules) differentiated by role; AI integrated into pedagogy PD. ASD builds an "AI Ambassador" cadre for immediate role-specific assistance in AI use.

PD effectiveness is evaluated on the basis of teacher and leadership indicators and student learning outcomes.

Readiness surveys identify gaps in understanding and application. Annual refreshers, onboarding modules, and update bulletins ensure staff/students understand policy; community information is published in four languages.

## C.8 Evaluation and Review

The IT Director and Curriculum Director jointly lead an annual June review covering training, security, ethics, classroom use, and outcomes.

ASD monitors teacher confidence, compliance rates, incident reductions, access equity, and evidence of impact on learning/operations; data is analyzed and reported publicly.

Educators, students, and families contribute via surveys, town halls, and advisory groups; findings inform revisions.

## C.9 Policy Enforcement

Site administrators oversee day-to-day compliance; IT handles technical monitoring; an AI Policy Task Group (including Curriculum) coordinates complex cases. Teachers and students must report suspected misuse; a clear chain of command is posted.

ASD uses privacy-respecting monitoring consistent with FERPA/COPPA; incidents are logged in the ticketing system with resolution notes.

A tiered, education-first model:

- Tier 1 (awareness): coaching, reflection, family notice;
- Tier 2 (misuse/negligence): formal warning, retraining;
- Tier 3 (serious/repeat): investigation and proportionate discipline per policy.

Enforcement procedures are published; students/staff may appeal decisions through existing processes.

Enforcement data informs PD and future revisions; feedback loops link enforcement, education, and policy review.

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## AI Use Disclosure

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