



WAYZATA PUBLIC SCHOOLS

Teaching & Learning

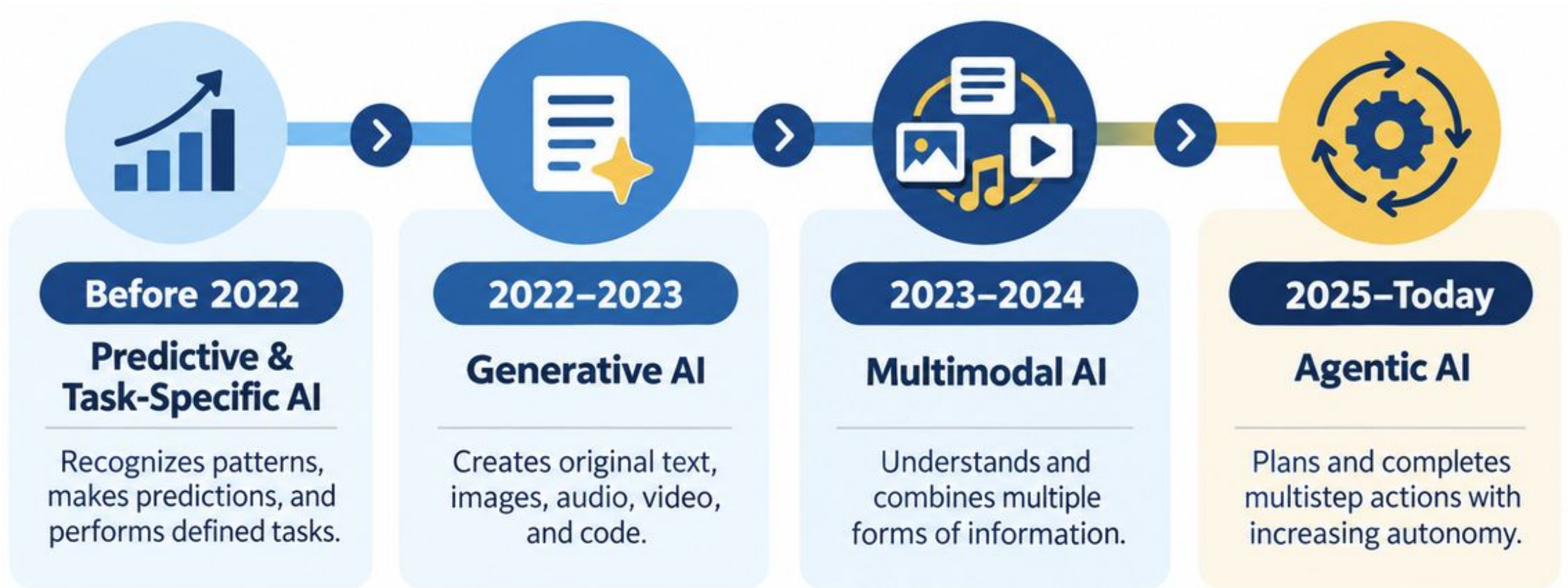
RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

Background and context for reviewing the draft policy and regulations

Teaching & Learning Committee of the Board

September 16, 2026

The Evolution of Artificial Intelligence



Need for Responsible Use of AI Policy

CURRENT FRAMEWORK

Existing foundation

- Technology use
- Student records and data privacy
- Academic integrity and discipline
- Instructional materials and copyright

POLICY GAP ANALYSIS

AI-specific questions

- Which tools may staff and students use?
- When and how AI tools can be used?
- How outputs should be verified?
- What information may be entered?
- What uses require stronger limits or are prohibited?

Two Connected Purposes

GUIDANCE

Enable responsible use

Set clear expectations for staff and students

Support appropriate instructional and operational uses

Build shared AI literacy and accountability

PROTECTION

Establish safeguards

Protect privacy and confidential information

Preserve human judgment in consequential decisions

Address misuse, bias, misinformation, and harmful content

Policy and Regulation

Policy

- Purpose and educational intent
- Human accountability
- Authorization and delegation
- Connection to existing policy
- Annual Board review

Regulation

- Age-based guidance and approved tools
- Staff and student responsibilities
- Academic integrity and safeguards
- Protections and guardrails for students
- Vendor and records requirements
- Incident response and review

Human-AI-Human (H-AI-H) Decision-Making Framework

The district's foundational framework requiring human judgment at the initiation and conclusion of every AI process.

PHASE 1 • INITIATION

Human Inquiry

"The human owns the starting point."

The human defines the question, problem, and decision context before any AI involvement. Sets clear scope, intent, and parameters.

PHASE 2 • ASSISTANCE

AI Processing

"AI assists in the middle."

AI analyzes data, generates options, synthesizes information, or provides recommendations to augment human productivity.

PHASE 3 • CONCLUSION

Human Empowerment

"The human owns the outcome."

The human reviews AI outputs, applies contextual judgment, makes final decisions, and remains fully accountable for all results.

Human-in-the-Loop (HITL) Alignment

Encompasses the policy requirement for active human supervision and participation in all automated systems. AI serves strictly as an augmentative tool rather than an autonomous decision-maker.

Expected Outcomes and Impact

Approved Tools

The district will define which AI tools staff and students may use.

Student Use

Teachers will set assignment expectations, including disclosure and verification.

Staff Responsibility

People remain accountable for work and decisions informed by AI.

Developmental Access

K–5: Restricted & teacher-mediated; focus on conceptual understanding.

6–8: Approved tools, guardrails, critical thinking & digital citizenship.

9–12: Broader access with accountability & workforce readiness.

Privacy & Data

Staff and students will have explicit limits on entering protected information.

Response & Process

The district will use consistent processes for misuse, incidents, and emerging risks.

Policy & Regulation Development Process

Model Policy

MSBA model policy used for initial district planning.

Initial Drafting

Tailored draft policy & regulatory language.

Leadership Input

Draft policy shared with school and district leaders for input.

Policy Committee

Committee of the Board on Policy reviewed and provided feedback.

Revisions & Updates

Refined draft details based on committee recommendations.

Teaching & Learning Committee

Pedagogical context and background review.

Board Work Session

Present to full School Board for discussion and review.