

INSTRUCTION

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-AI-Toolkit-10.29.24_20250221.pdf.

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<u>Actor</u>	<u>Action</u>
<u>Superintendent or Designee</u>	<p>Convenes with Teaching and Learning for the purposes of: (1) developing, implementing, monitoring, and updating a District-wide AI Plan consistent with Board policy 6000, <i>Educational Philosophy and Objectives</i>, 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).</p> <p>Ensures that any specific AI-enabled tools considered for use in the District are vetted.</p> <p>Makes recommendations to the Board about vendor contracts for AI-enabled tools, as needed and in alignment with Board policies 3310, <i>Purchases and Contracts</i>, and 5605, <i>Use of Educational Technologies; Student Data Privacy and Security</i>.</p> <p>Provides professional development opportunities/resources, as appropriate,</p>

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	<u>to staff members who may utilize AI in their work.</u>
Teaching and Learning Department	<p data-bbox="378 464 1032 491">Identifies specific goals regarding AI. Goals include (AI Toolkit, p. 38):</p> <ul data-bbox="415 499 1040 810" style="list-style-type: none"> <li data-bbox="415 499 1040 548">• <u>Identify current and potential uses of AI for student learning in the District.</u> <li data-bbox="415 554 1040 602">• <u>Gather evidence on the uses both from published research and from experience in the District.</u> <li data-bbox="415 609 1040 705">• <u>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 <i>hallucinations</i>), content moderation that impacts learning, and equity risks.</u> <li data-bbox="415 711 1040 760">• <u>Create an initial risk management plan based on the information collected in the previous bullet point.</u> <li data-bbox="415 766 1040 810">• <u>Recommend professional development opportunities for educators and staff regarding use of AI to support student learning.</u> <p data-bbox="378 842 1008 890">Identifies the opportunities and risks/challenges of the use of AI in the District:</p> <ol data-bbox="378 898 1040 1680" style="list-style-type: none"> <li data-bbox="378 898 1040 1293">1. <u>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 <i>AI Guidance for Schools Toolkit</i>, at: www.teachai.org/toolkit, p. 18-23, and https://online.flippingbook.com/view/476927943/22/ for further examples):</u> <ul data-bbox="415 1031 1040 1293" style="list-style-type: none"> <li data-bbox="415 1031 773 1054">• <u>Enhancement of student assessment</u> <li data-bbox="415 1060 729 1083">• <u>Addressing learning variability</u> <li data-bbox="415 1089 1040 1138">• <u>Adaptation of academic content through personalization, differentiation, or individualization</u> <li data-bbox="415 1144 776 1167">• <u>Reduction of administrative burdens</u> <li data-bbox="415 1173 737 1197">• <u>Assistance with lesson planning</u> <li data-bbox="415 1203 1040 1251">• <u>Improvement of classroom materials, including language translations</u> <li data-bbox="415 1257 854 1281">• <u>Improved professional learning for educators</u> <li data-bbox="415 1287 1005 1293">• <u>Increased efficiency in operations (e.g., through data analysis)</u> <li data-bbox="378 1320 1040 1680">2. <u>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 <i>AI Guidance for Schools Toolkit</i>, at: www.teachai.org/toolkit, p. 18-23, and https://online.flippingbook.com/view/476927943/22/ for further examples):</u> <ul data-bbox="415 1451 1040 1680" style="list-style-type: none"> <li data-bbox="415 1451 1040 1499">• <u>Lack of transparency about AI tools and how they function and collect data</u> <li data-bbox="415 1505 761 1528">• <u>Privacy and data security concerns</u> <li data-bbox="415 1535 626 1558">• <u>Bias and unfairness</u> <li data-bbox="415 1564 1040 1633">• <u>Discrimination concerns</u> (see https://files.eric.ed.gov/fulltext/ED661946.pdf for potential examples) <li data-bbox="415 1640 849 1663">• <u>Harmful content that perpetuates stereotypes</u> <li data-bbox="415 1669 1040 1680">• <u>Malicious use for cyberbullying, including the generation of</u>

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	<p data-bbox="451 426 993 453"><u>fabricated images or videos (also referred to as "deep fakes")</u></p> <ul data-bbox="418 453 1040 695" style="list-style-type: none"> <li data-bbox="418 453 652 480">• <u>Use of AI for cheating</u> <li data-bbox="418 480 821 508">• <u>Hallucination risk and wrong information</u> <li data-bbox="418 508 1040 560">• <u>Overreliance on AI-enabled tools and/or not including a human in the loop of decision making</u> <li data-bbox="418 560 1023 588">• <u>Pressure to adopt AI-tools before adequate guidance is available</u> <li data-bbox="418 588 620 615">• <u>Cost and resources</u> <li data-bbox="418 615 643 642">• <u>Access to technology</u> <li data-bbox="418 642 623 669">• <u>Lack of AI literacy</u> <li data-bbox="418 669 639 695">• <u>Resistance to change</u> <p data-bbox="380 720 1040 772"><u>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.</u></p> <p data-bbox="380 804 1040 879"><u>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:</u></p> <p data-bbox="451 884 1040 959"><u>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:</u></p> <ul data-bbox="418 959 1040 1423" style="list-style-type: none"> <li data-bbox="418 959 1040 1035">• <u>Govern – assess opportunities that align with the Use of Artificial Intelligence (AI)-Enabled Tools subhead in Board policy 6420, <i>Access to Electronic Networks</i>.</u> <li data-bbox="418 1035 1040 1167">• <u>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.</u> <li data-bbox="418 1167 1040 1299">• <u>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.</u> <li data-bbox="418 1299 1040 1423">• <u>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.</u> <p data-bbox="380 1451 1040 1551"><u>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.)</u></p> <p data-bbox="451 1556 1040 1608"><u>When establishing AI guidelines for staff and students, considers the following key elements (AI Toolkit, p. 51):</u></p> <ul data-bbox="418 1608 1040 1680" style="list-style-type: none"> <li data-bbox="418 1608 1040 1661">• <u>Definitions to support AI literacy, including an understanding of how AI-related tools can impact well-being.</u> <li data-bbox="418 1661 1040 1680">• <u>Specific responsibilities and expectations regarding academic</u>

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	<p>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.</p> <ul style="list-style-type: none"> • 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 6420R1, <i>Acceptable Use of the District's Electronic Networks</i>, 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. <p>For sample guidance resources, see Teach AI's <i>AI Guidance for Schools Toolkit</i>, pp. 29-39, at: www.teachai.org/toolkit.</p> <p>Regularly, 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.</p>
<u>Staff Members</u>	<p>Participate in professional development regarding AI, as appropriate.</p> <p>Understand and abide by Board policies.</p>
<p><u>K-12 Artificial Intelligence Resources:</u></p> <p>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/</p>	

Administrative Adoption: January 12, 2026