# Model Artificial Intelligence Framework for Weber School District (DRAFT)

This Artificial Intelligence (AI) Framework is designed to support students, staff, and parents across Weber School District—along with the broader school community—in understanding and practicing the appropriate, safe, ethical, and responsible use of AI in education. It recognizes the transformative potential of AI to support teaching, learning, and administrative processes, while underscoring the importance of mitigating potential risks.

Rooted in Weber School District's mission to prepare future-ready learners and leaders, this framework serves as a tool for educators to advance that purpose. Aligned with our vision—where character guides us, commitment grounds us, connections bridge us, and community strengthens us—AI becomes not just a set of tools, but a means to empower every learner to achieve success and realize their fullest potential.

## 1. Understanding Artificial Intelligence

Artificial Intelligence refers to computer systems and tools that can perform tasks such as analyzing data, generating content, recognizing patterns, and making predictions—tasks that previously required human input. These systems operate based on algorithms and large sets of data, producing results at a speed and scale far beyond human capacity.

Below is a breakdown of essential terms and a comparison to clarify what AI is—and is not—in an educational context.

**Essential AI Terminology**

- **Academic Integrity**: Maintaining honesty and ethical standards in academic work, especially with AI tools.
- **AI Literacy**: The knowledge and skills needed to understand, use, and critically evaluate AI tools, including their benefits and limitations.

- **Algorithm**: A set of step-by-step instructions a computer follows to solve a problem or complete a task.
- **Data Privacy (Personally Identifiable Information**: Keeping personal information safe and making sure it's not shared without permission.
- **Generative AI (GenAI)**: AI that creates new content (text, images, video, audio, etc.) based on user input. Examples include ChatGPT and DALL·E.
- **Machine Learning (ML)**: A method where computers learn from large datasets and improve performance without being explicitly programmed for every scenario.
- **PII**: Personally Identifiable Information - any information collected online that could serve to identify an individual.
- **Predictive AI**: Tools that analyze patterns in data (e.g., student performance) to predict outcomes such as academic risk or graduation readiness.
- **Walled Garden:** A controlled environment where a company or platform limits users to its own data, applications, and content, restricting external integration.

See APPENDIX A For a larger list of essential AI terms.

### AI in Education: What It IS vs. What It Is NOT

**AI in Education IS:**
- A tool to enhance teaching and learning
- A way to support personalized, accessible learning
- A partner in the learning process, guided by educators
- A resource to inform instruction and save time
- A way to foster creativity, critical thinking, and inquiry
- A tool requiring careful oversight and responsible use

**AI in Education IS NOT:**
- A replacement for teachers or human interaction
- A shortcut to bypass effort, originality, or ethical learning practices
- A decision-maker or autonomous authority in the classroom
- A fully reliable or infallible source of truth
- A solution for all instructional challenges or student needs
- A sentient or emotionally aware system

# 2. Why a Framework Is Necessary

This framework provides direction and clarity for integrating AI into our schools with purpose and integrity. As AI tools become more accessible and powerful, it is critical that we approach their use with shared expectations and intentional planning. This

document establishes a common foundation for safe, ethical, and effective AI practices across the district. As the Utah State Board of Education's AI framework emphasizes, we will use AI to support all learners while carefully evaluating bias, protecting academic integrity, and upholding honesty, trust, and fairness (USBE AI Framework, 2024).

**The Framework Helps Us:**

- Provide responsible guidance to students, educators, administrators, and families regarding the use of AI tools.

- Maximize the benefits of AI tools to support learning, instructional design, and educational equity while also addressing risks such as plagiarism, bias, and misinformation.

- Ensure that AI tools and practices comply with district policies (including the Acceptable Use Policy, student safety protocols, and state and federal laws.

- Promote districtwide AI literacy by equipping all stakeholders with the knowledge, skills, and ethical grounding to engage with AI tools meaningfully and responsibly.

This framework is not intended to sit on a shelf; it is a practical guide meant to be referenced, applied, and revisited. Educators, administrators, students, and families should use it as a touchstone for decision-making, ensuring that AI practices align with district values and remain consistent across classrooms and schools. Following frameworks such as that offered by TeachAI, we view this document not as static but as part of continuous improvement—grounded in policy, organizational readiness, and ongoing cycles of reflection and revision (TeachAI, 2025).

# 3. Commitments and Essential Questions for Implementing AI in Weber School District

Weber School District is committed to a thoughtful, equity-focused, and student-centered approach to integrating artificial intelligence. These commitments guide our decision-making and leadership, while a set of essential questions help frame local implementation in ways that ensure alignment with our vision, values, and strategic priorities.

## District Commitments Toward AI Integration

Weber School District makes the following commitments to ensure AI implementation is purposeful, ethical, and transformative:

1. **Empower Educational Excellence** - We commit to leveraging AI to enhance instruction, deepen student learning, and empower every learner to meet or exceed educational goals. AI will support—never replace—the essential work of educators.
2. **Ensure Equity and Access** - We commit to closing opportunity gaps by providing all students access to high-quality AI tools and resources while also providing all educators and leaders professional learning on the use of these high-quality AI tools with an emphasis on bridging the digital divide.
3. **Promote Ethical and Responsible Use** - We commit to developing AI literacy and promoting ethical use, ensuring that all stakeholders understand AI's capabilities and limitations, its appropriate applications, and the principles for using it with integrity and care.
4. **Prioritize Data Privacy and Security** - We commit to protecting student data and privacy in full accordance with local, state, and federal laws. We will only use AI tools that align with our safety and security standards and uphold our responsibility to safeguard personally identifiable information.

## Essential Questions for AI Implementation

These guiding questions will inform school-level planning, classroom practice, and system-wide decisions as we integrate AI into teaching, learning, and operations:

1. In what ways will educators, students, and leaders ensure that AI serves as a tool that supports human decision-making, not one that replaces it?
2. How will collaboration and communication be enhanced—not hindered—by AI tools, and what structures and supports will ensure that these tools foster deeper engagement among students, families, and educators?
3. In what ways can ongoing professional learning build educator capacity for AI use, while systems for differentiated development and shared practices ensure its effective integration?
4. What steps will ensure stakeholders are informed about how and why AI is used in schools, along with its benefits and limitations?

5. What norms, expectations, and supports will guide students to use AI responsibly, uphold academic integrity, and take ownership of their learning?

# 4. Practical Applications of AI in Lesson Design and Delivery

Artificial intelligence tools can support teachers in planning, delivering, and personalizing instruction. When used responsibly and intentionally, these tools can save time, spark creativity, and help educators better meet student needs. This section is informed by guidance from professional organizations such as The International Society for Technology in Education (ISTE), which identified key skills for using AI safely, responsibly, and innovatively in its updated standards. Importantly, ISTE frames AI not as a separate domain, but as a capability embedded within responsible instructional practices—a perspective that shapes how we approach AI integration in Weber School District (ISTE, 2024).

> **Note:** All AI-generated suggestions in lesson planning—whether instructional strategies, resources, or student tasks—require human review. AI is a partner—not a substitute for professional judgment.

## How Educators Might Use AI in Practice:

- Align curriculum with standards and identify potential gaps
- Generate lesson plans based on classroom needs, pacing, or learning goals
- Provide lesson ideas for introducing new concepts, addressing gaps, or extending learning
- Curate or adapt content and supplemental resources to support a range of learners
- Offer scaffolds for differentiation, such as reworded texts, leveled questions, alternate formats, or question prompts
- Personalize practice based on student proficiency levels or interests
- Suggest formative assessment ideas and help analyze student data for planning next steps
- Provide feedback suggestions on written work (teachers always should review and decide what is appropriate to share)
- Create visual aids, examples, explanatory texts, or summaries tailored to classroom instruction

- Generate resources such as rubrics, newsletters, parent communication, or visuals
- Support hands-on learning through project ideas or structured inquiry tasks
- Enhance accessibility with tools like text-to-speech drafts, language simplification, or visual summaries
- Streamline administrative tasks such as scheduling, drafting communications, or other documentation

**Teacher Responsibilities:**

- Ensure all AI-assisted content is appropriate, accurate, and instructionally aligned
- Monitor student use of AI and reinforce classroom expectations around originality and academic integrity
- Use professional judgment to decide when, how, and if AI tools are appropriate for specific tasks
- Maintain ownership of final instructional choices, feedback, and assessment
- Model AI literacy and safe, ethical AI use for students
- **Practice caution with content** by only using AI tools within secure, district-approved platforms (i.e., "walled gardens") when working with personally identifiable information to protect student data and maintain compliance with privacy and safety expectations

# 5. How AI Supports Utah's Portrait of a Graduate Competencies

When used purposefully, artificial intelligence can help develop essential [Portrait of a Graduate](#) competencies such as creativity, critical thinking, communication, digital literacy, collaboration, and self-direction. Teachers who model and guide students in the responsible use of AI contribute directly to their growth as future-ready learners.

Weber School District recognizes the potential of AI to enrich Utah's Portrait of a Graduate competencies. We will continue to thoughtfully define these connections over time, ensuring that AI applications strengthen—not replace—the human skills and dispositions our graduates need to thrive.

# 6. How AI Supports the Student Experience through "Elevate 28"

Weber School District's [Strategic Plan](#), *Elevate 28*, focuses on helping every student succeed through Academic Excellence, Safe & Healthy Schools, Character Competence, and Talent Engagement. When used with care and purpose, AI can support each of these focus areas in ways that directly benefit students.

- **Academic Excellence** - AI tools support personalized learning, open new ways to explore topics, and provide tools that help students understand content more deeply and creatively.

- **Safe & Healthy Schools** - AI tools will be used responsibly to protect student privacy and well-being. With adult guidance, it serves as a safe partner in learning—never a replacement for human relationships.

- **Character Competence** - Students will be taught to approach using AI tools in an ethical and responsible way by giving credit to sources, asking thoughtful questions, and demonstrating originality. These practices build trust, honesty, and digital responsibility.

- **Talent Engagement** - AI enhances professional learning by providing educators with ongoing support, resources, and innovative practices. When teachers are equipped and engaged, they are more likely to thrive in their roles—directly strengthening instruction and helping every student succeed.

# 7. How AI Supports the Learning Process and Fosters Engagement

The value of AI in education isn't just about producing better assignments—it's about how students grow through the learning process and stay meaningfully engaged in learning. With thoughtful guidance from educators, AI becomes a tool that supports both how students learn and why they stay motivated to keep learning. When implemented with fidelity, AI tools can support the learning process and foster engagement by:

- **Supporting Process-Oriented Learning** - AI helps students revise, reflect, and iterate—encouraging a mindset of learning from feedback, not just chasing a final grade.

- **Building Adaptability** - By working with AI, students learn to adjust their thinking, evaluate suggestions, and make informed choices. These experiences develop flexible, adaptive thinkers who can navigate an ever-changing world.
- **Encouraging Productive Struggle** - AI can provide support without giving away answers, helping students stay engaged as they work through challenges and build problem-solving stamina.
- **Promoting Ownership of Learning** - Students can explore topics, ask questions, and receive suggestions—but they remain in control of shaping their work and understanding.
- **Strengthening Reflection and Self-Awareness** - Using AI as a thinking partner encourages students to pause, consider their choices, and reflect on why they approach problems in certain ways—habits that support lifelong learning.
- **Creating Relevant and Motivating Experiences** - AI can deliver content that connects with student interests and skill levels, provide immediate feedback to guide progress, and open opportunities for exploration and curiosity through choice-based tasks or creative inputs.
- **Supporting Inquiry and Discovery** - Students are encouraged to ask better questions, pursue inquiry-driven projects, and discover connections that deepen their learning.
- **Empowering Student Voice and Choice** - With AI as a support, learners gain more say in how they approach assignments and projects, fostering ownership and confidence in their decisions.

The goal isn't for students to produce "AI-polished" work—it's for them to grow as independent, adaptable learners who can think critically, embrace challenges, and remain curious, connected, and engaged throughout the learning experience.

## Conclusion

By embracing a thoughtful and adaptive approach, Weber School District aims to harness the transformative potential of AI to empower our students to become "future-ready learners and leaders." To support this vision, Weber School District will provide a range of online resources and professional learning opportunities—avaiable through the district's educational technology training site—to help teachers, leaders, and families stay up-to-date on the rapidly evolving nature of the artificial intelligence landscape. This framework serves as a living document that will guide our journey as we learn, adapt, and innovate with artificial intelligence in education.

# References

International Society for Technology in Education. (n.d.). *AI in education*. ISTE. https://iste.org/ai

TeachAI. (n.d.). *Framework for incorporating AI in an education system*. TeachAI. https://www.teachai.org/toolkit-framework

Utah State Board of Education. (2024). *Artificial intelligence framework for Utah P-12 education* (Version 2). USBE. https://schools.utah.gov/informationtechnology/artificialintelligence/AI_Framework_V 2.pdf

## APPENDIX A - Core AI Concepts (Understanding the Tools)

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| Artificial Intelligence (AI) | Smart computer programs that can do things like think, learn, or solve problems—kind of like a human brain. |
| Machine Learning (ML) | A way for computers to learn from data and improve over time, without being told exactly what to do. |
| Generative AI | A type of AI that can *create* things like stories, pictures, music, or even videos based on what you ask it. |
| Large Language Models (LLMs) | Powerful computer programs that understand and create human language. They help answer questions, write text, or chat—like ChatGPT. |
| Neural Networks: | A system in AI that's built to work like the human brain, helping computers recognize patterns, like in speech or images, or make predictions . |
| Algorithm | The steps or rules a computer follows to solve a problem or complete a task. |
| Training Data | The information used to teach an AI model. |

## Educational Application Terms (AI for Learning and Development)

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| Adaptive Learning | A learning program that changes based on how you're doing—if you need more help, it gives you easier questions; if you're doing well, it gets harder. |
| Intelligent Tutoring Systems | AI tools that act like a tutor, giving feedback and helping you learn at your own pace. |
| Personalized Learning | A way of learning where lessons are matched to your own needs, strengths, and interests. |
| Learning Analytics | Using data (like quiz scores or time spent on tasks) to understand how students are learning and where they might need help. |
| Assistive Technology | Tools powered by AI that help students with disabilities learn, like speech-to-text or reading support. |

## User Interaction Terms (Interacting with AI)

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| Prompt | The message or question you type in to get a response from an AI. |

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| Prompt Engineering | The skill of writing clear and smart prompts so the AI gives you the best possible answer. |
| Chatbot | A computer program that you can talk to, like texting a robot that understands and answers you. |
| Natural Language Processing (NLP) | The way computers understand and use human language—so they can talk or write like people do. |

## Ethics & Safety (Responsible AI Citizenship)

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| Bias (in AI) | When an AI makes unfair choices because of problems in the data it was trained on. |
| Data Privacy (PII - Personal Identifying Information) | Keeping personal information safe and making sure it's not shared without permission. |
| Misinformation | False or incorrect information that can be shared online—even by AI. |
| Hallucination (AI) | When an AI makes something up and shares it like it's true—even if it isn't. |
| Transparency | Being open and honest about how something (like an AI tool) works and where its information comes from. |
| Digital Citizenship | Being smart, safe, and respectful when using technology and the internet. |
| Academic Integrity | Maintaining honesty and ethical standards in academic work, especially with AI tools. |
| Human Oversight | The practice of human involvement in monitoring and guiding AI systems. |
| Walled Garden | A controlled environment where a company or platform limits users to its own data, applications, and content, restricting external integration. |