

**Windsor Board of Education
Regular Meeting**

Tuesday, March 18, 2025 7:00 PM

BOE Regular Meeting, Hybrid via Zoom and In-Person Please click the link below to join the webinar:
<https://us06web.zoom.us/j/89029844846> Or Telephone: +1 646 558 8656 +1 301 715 8592 Webinar ID: 890
2984 4846

601 Matianuck Avenue
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence
Speaker(s): D. Furie
2. Recognitions/Acknowledgments
Speaker(s): D. Furie
- 2.a. Recognition—Windsor Education Foundation
Speaker(s): M. Mallery
3. Audience to Visitors
Speaker(s): D. Furie
4. Vote to Accept Resignation of BOE Member Anthony King
Speaker(s): D. Furie
5. Consent Agenda
Speaker(s): D. Furie
- 5.a. Financial Report
Speaker(s): D. Batchelder
- 5.b. Enrollment Report
Speaker(s): D. Batchelder
- 5.c. Food Service Report
Speaker(s): D. Batchelder
- 5.d. Human Resources Report
Speaker(s): D. Batchelder
6. Approval of Minutes
Speaker(s): L. Lockhart
- 6.a. February 19, 2025 Regular Meeting
Speaker(s): L. Lockhart
7. Student Representative Report
Speaker(s): W. Khan
8. Board of Education
Speaker(s): D. Furie
- 8.a. President's Report
Speaker(s): D. Furie
- 8.b. Discussion on Artificial Intelligence Policy
Speaker(s): J. Madison/P. Panos
- 8.c. Review of Policy and Practice of How School Announcements are Checked for Accuracy and Impartiality
Speaker(s): P. Panos
- 8.d. School Liaison Reports
Speaker(s): D. Furie
- 8.d.1. Windsor High School
Speaker(s): A. Taylor/N. Wolliston
- 8.d.2. Sage Park Middle School
Speaker(s): A. King/P. Panos
- 8.d.3. Clover Street School
Speaker(s): J. Madison
- 8.d.4. John F. Kennedy School
Speaker(s): J. Canter
- 8.d.5. Oliver Ellsworth School
Speaker(s): L. Lockhart
- 8.d.6. Poquonock School
Speaker(s): J. Halek
9. Superintendent's Report
Speaker(s): T. Hill
10. Committee Reports
Speaker(s): D. Furie

11. Other Matters/Announcements/Regular BOE Meetings

Speaker(s): D. Furie

11.a. Next BOE Regular Meeting is Tuesday, April 8, 2025, 7:00 PM, LPW, Board Room

Speaker(s): D. Furie

12. Audience to Visitors

Speaker(s): D. Furie

13. Adjournment

Speaker(s): D. Furie

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2025

Prepared By: Dr. Michael Mallery

Presented By: Dr. Michael Mallery

Attachments: WEF Mini-Grant Awards 2024-2025

Subject: Windsor Education Foundation

BACKGROUND:

The Windsor Education Foundation (WEF) is a non-profit organization, now in their 17th year, after being established in April 2007. Its mission is to encourage community support for excellence in public education and to provide funding for innovative projects and programs in the Windsor Public Schools.

The Grant Review Committee looks for a variety of proposals from all grade levels and schools that:

- Are consistent with the Windsor Board of Education district and school goals
- Impact students with varying learning abilities
- Fall outside the regular operating budget
- Will ultimately impact/benefit a large number of individuals; in other words, the impact of the grant is not a one-time benefit to a single group of students, but may benefit additional students long term.
- Encourage professional collaboration.
- Promote school and community communication.

This year the WEF has approved 12 grants totaling \$14,936.10. All approved applications went toward furthering student learning and involving the schools in the community.

About The Windsor Education Foundation:

WEF is an independent, 501(c)(3) non-profit organization formed by Windsor citizens in 2007 to support its public school teachers who strive for student success. WEF is a volunteer-led organization with an active, passionate board. Visit windsoreducationfoundation.org or facebook.com/windsoreducationfoundation.

RECOMMENDATION:

That the BOE receive as information and for recognition.

Recommended by the Superintendent: TH/PO

Agenda Item # 2.9.



WEF 2024-2025 SY Grant Awards

School & Grade Level Awarded	Grant Title	Grant Purpose	Awarded Funds
WHS (9-12)	WHS Collaborative Mural	A Mural will be created to express and celebrate our cultural diversity, strengths and goals for the future. Project involves students from the WHS Art Club, Action Club, Black Excellence Club, Latin Leadership Club and the Gender And Sexuality Alliance.	\$1,500.00
SPMS (Grade 7)	SEL Groups	Identify students in need of support with social-emotional skills. Focus on the specific social-emotional strengths and skill needs of each student. Use data-driven instructional recommendations to build students' skills and promote their resilience. Develop related activities to address the social emotional needs which include the use of a variety of calming tools/manipulatives.	\$1,329.14
SPMS (Grade 7)	Effective Editing and Revising	PVC whisper phones will be used to enhance reading and writing skills. Students will use them to read aloud their writing and revise their work. This will help students read aloud their own writing and class novels to increase engagement and increase productivity.	\$475.00
Clover (3-5)	Electric Strings	Electric stringed instruments will provide the opportunity to engage students in the arts. This project offers a unique learning opportunity for students to convey expression by manipulating the sound of their instrument.	\$1,500.00
WHS (9-12)	Pollinator Garden	The Pollinator Garden will provide students with the rich understanding of the environment ecosystem and the intricate interactions between plants, insects and animals. Students will have the opportunity to engage in real world data collection, graphing and report writing. This hands-on approach will help them grasp scientific concepts in a tangible way.	\$1,118.00
JFK (Grade 5)	Wobble into Focus	Wobble into Focus: Wobble Chairs can improve focus during literacy activities, helping students sustain attention during reading and writing tasks.	\$1,082.90
Clover (Grade 4)	Flexible Seating for Fourth Grade	Flexible seating will provide students with the choice to sit on a bean bag, wobble stools or balance cushions. They will feel a sense of ownership over their space. This choice can help them learn and better focused on their tasks.	\$1,313.28
POQ (PreK-2)	Pre K Balance Curriculum	This project aims to implement a targeted balance curriculum for early childhood classes, designed to bolster these essential skills. By integrating balance boards, spin boards, wobble discs, stepping stones, tunnels, and stilts into purposeful play during biweekly physical	\$1,117.88

		education classes, alongside traditional gross motor activities. The program is expected to foster greater body control and balance.	
WHS (9-12)	Student Curated Library for Spark	Student-Curated Library for Spark Program at LP Wilson. This school library will increase student interest in reading and reading skills;to help students improve in all other academic areas:to help students become lifelong learners:and to increase social and emotional learning skills.	\$1,500.00
POQ (PreK-2)	Legos for Learning	Legos for Learning will broaden the use of legos beyond play time. Through this project students will enhance their ability to solve problems, increase socialization skills and strengthen collaboration skills through hands-on learning. Learning for Legos will also exercise students' creativity & imagination through the creation of different lego models. Specifically, Legos for Learning looks to support social development for students who need support with social skills including those with autism or other disabilities.	\$1,500.00
JFK (Grade 5)	Stem Centers	Durable Microscopes with the set of slides for each of stem stations for 5th grade. This will help me implement more science into my rotations. This will provide students with better equipment.	\$999.90
Adult Ed	Navigating Language Learning	This project focuses on extending the academic semester to provide sustained ESL instruction, enhancing language acquisition through continuous review and reinforcement. This grant will pay for the extension of the 30 hours of employment. for the facilitator. The extension will facilitate ongoing support for students, allowing them to deepen their understanding and confidence in using English.	\$1,500.00
Grand Totals			\$14,936.10

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: March 18, 2025

Prepared By: Terrell Hill, PhD

Presented By: David Furie

Attachments: Resignation letter from Anthony King received March 6, 2025.

Subject: Vote to Accept Resignation of BOE Member Anthony King

Background:

This item was placed on the agenda at the request of the executive committee.

Status:

Anthony King was recently elected to the Windsor Town Council and resigned from the BOE on March 6, 2025

Recommendation:

Move the Board of Education accept, with regret, the resignation of Board member Anthony King and express appreciation to him for his service to the Windsor Board of Education.

Recommended by the Superintendent: TH/DF

Agenda Item # 4.

RECEIVED
06 MAR 2025
Superintendent's Office

To: Scott Nolan, Town Clerk, Town of Windsor
275 Broad Street, Windsor CT 06095

From: Anthony King, 435 Palisado Ave, Windsor CT 06095

Date: March 6th, 2025

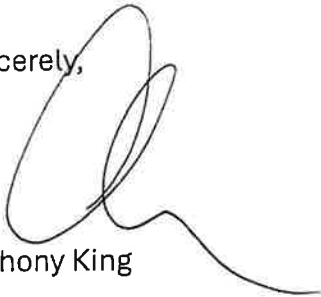
Re: Official Resignation – Town of Windsor, Board of Education Member

Dear Mr. Nolan,

Effective 3/6/2025 I will be resigning my position as a member of the Windsor Board of Education.

Thank you for your time.

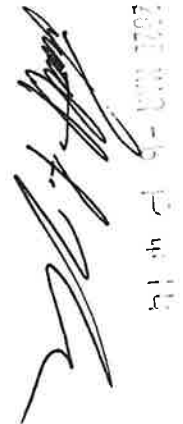
Sincerely,



Anthony King

Member – Town of Windsor Board of Education

cc. President David Furie
Superintendent of Windsor Public Schools
The Democratic Town Committee
The Members of the Board of Education, Town of Windsor



MAR 6 2025

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2025

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: February 28, 2025 Financial Report

SUBJECT: Financial Report

BACKGROUND:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

STATUS:

The attached report is for the month of February 2025

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

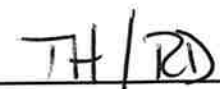
The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures for February 28, 2025	\$ 8,880,746
Expenditures & Encumbrances through February 28, 2025	\$53,461,209

Reviewed by:



Recommended by the Superintendent:



Agenda Item #

502

Windsor Public Schools
Financial Report
February 28, 2025

	2024-2025 Budget	Expenditures YTD 2/28/25	Encumbrance	Balance 6/30/2025	% Balance
<u>Instructional Services</u>					
Clover Street School	50,170	24,995	3,421	21,754	43%
John F. Kennedy School	71,950	40,749	7,332	23,869	33%
Oliver Ellsworth School	74,230	43,327	9,500	21,403	29%
Poquonock School	56,800	41,813	1,674	13,313	23%
Sage Park Middle School	184,935	114,891	24,804	45,240	24%
Windsor High School	355,145	162,011	35,055	158,079	45%
Windsor High School Interscholastic Sports	260,000	228,952	30,077	971	0%
Athletic Coaches	320,000	202,928	0	117,072	37%
WHS Career & Technical Education	59,745	36,557	6,797	16,391	27%
Continuing Education	70,400	48,530	2,388	19,482	28%
Instructional Mgt. & Curriculum Development	288,488	35,626	11,471	241,391	84%
Magnet School Tuition	1,860,600	1,139,659	644	720,297	39%
Technology	1,443,725	1,137,729	244,276	61,720	4%
Total Instructional Services	5,096,188	3,257,767	377,439	1,460,982	29%

<u>Education Support Services</u>					
Pupil Personnel Services	384,250	180,145	37,795	166,310	43%
Special Education	96,400	49,676	5,650	41,074	43%
Special Education Tuition	6,779,140	3,499,083	212,562	3,067,495	45%
Policy & Planning	133,386	82,830	8,425	42,131	32%
Employee Personnel Services	152,000	129,971	2,530	19,499	13%
Financial Management	270,840	168,911	70,253	31,676	12%
Financial Services	38,500	36,519	620	1,361	4%
Pupil Transportation & Safety	3,408,754	1,494,282	0	1,914,472	56%
Special Education Transportation	2,622,200	1,836,385	0	785,815	30%
Physical Plant Services	2,693,517	1,933,474	735,577	24,466	1%
Major Maintenance	423,000	98,618	16,017	308,365	73%
L.P. Wilson Center	272,900	136,657	98,560	37,683	14%
Benefits	12,596,761	8,313,719	114,374	4,168,668	33%
Certified Salaries	36,373,508	22,099,056	0	14,274,452	39%
Non-Certified Salaries	11,009,813	7,342,536	0	3,667,277	33%
Regular Ed Tutor Salaries*	606,395	327,396	0	278,999	46%
Special Ed Tutor Salaries	507,000	286,660	0	220,340	43%
Substitute Salaries	792,788	477,682	0	315,106	40%
FRC & SEL	56,000	34,206	3,834	17,960	32%
Total Education Support Services	79,217,152	48,527,806	1,306,197	29,383,149	37%

Total All Sites	\$84,313,340	\$51,785,573	\$1,683,636	\$30,844,131	37%
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*As of the March BOE Meeting, the Full Time Tutor budget allocation and expense has been moved FROM Non-Certified Salaries TO Regular Ed Tutor Salary line item.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: March 18, 2025

PREPARED BY: Jen Clarke,
Registration Coordinator

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of March 1, 2025

BACKGROUND:

Attached are the enrollment figures as of March 1, 2025. Mrs. Batchelder will answer any questions.

STATUS:

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

Reviewed by: JB

Recommended by the Superintendent: TH/rd

Agenda Item # 5.b.

**Windsor Public Schools
Student Enrollment Report
March 1, 2025**

Enrollment in Windsor Public Schools

Grades PreK - 5	1,412
Grades 6-8	716
Grades 9-12	1,125
Total District Enrollment	3,253

Windsor Students not in District Schools

Out of District Placements (SPED)	29
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	34
CREC Montessori Hartford	7
CREC Metropolitan Learning Center (MLC)	42
CREC Miscellaneous Magnet Schools	251
Hartford Host Magnet Schools	197
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	20
A.I. Prince Technical High School	18
Howard Cheney Technical High School	15
	613
Total Students	3,866

**Windsor Public Schools
Student Enrollment Report
March 1, 2025**

GRADE	Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK	70		39		109
K	71		104		175
1	86		129		215
2	108		114		222
3		97		142	239
4		84		134	218
5		94		140	234
Subtotal K-5					1,303
Total	335	275	386	416	1,412

GRADE	Sage Park Middle School
6	232
7	241
8	243
Total	716

GRADE	Windsor High School
9	273
10	288
11	281
12	283
Total	1,125

District Wide Enrollment	3,253
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**ENROLLMENT REPORT 2024-2025
POQUONOCK SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Kindergarten													
	23 B. Brown			11	12	11	11	10	11	11			
	2 R. Brown			12	12	13	13	13	13	13			
	24 Kowalchik			11	11	11	11	12	11	11			
	22 Roche			11	12	11	11	11	12	12			
	3 Scott			14	13	12	12	12	12	12			
	26 Scerra			10	12	12	12	12	12	12			
	Total		84	69	72	70	70	70	71	71	0	0	0
Grade 1													
	1 Kowalski			18	18	18	18	18	18	18			
	12 Alzamora			17	16	16	16	16	17	17			
	15 McCann			19	18	18	18	18	18	18			
	16 Stoll			16	17	16	16	17	17	17			
	18 Velez			18	18	18	17	17	16	16			
	Total		103	88	87	86	85	86	86	86	0	0	0
Grade 2													
	14 Achim			22	21	21	22	22	22	22			
	11 Delskey			21	21	21	21	21	21	21			
	8 Harrison			22	22	22	22	22	21	21			
	4 Parker			21	23	22	22	21	22	22			
	9 Tweeddale			22	21	21	21	21	22	22			
	Total		108	108	108	107	108	107	108	108	0	0	0
PK Smart Start													
	PK Smart Start			48	48	47	47	49	46	46			
	Sped & Peer			10	14	14	14	16	24	24			
	Total		101	58	62	61	61	65	70	70	0	0	0
Poquonock Totals			396	323	329	324	324	328	335	335	0	0	0

**ENROLLMENT REPORT 2024-2025
OLIVER ELLSWORTH SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Kindergarten													
19	Allen			12	12	12	12	12	12	12			
20	Klescezeski			12	12	12	11	11	12	13			
21	Moreno			12	12	12	12	12	12	12			
22	Bishop			13	13	13	12	13	13	13			
23	Heacock			12	12	13	13	13	13	13			
24	Stevens			13	13	13	13	12	12	12			
25	Chapple			13	13	14	14	14	14	14			
26	Nash			13	13	13	13	13	13	13			
	Total		131	100	100	102	100	100	101	102	0	0	0
Grade 1													
10	Strickland			19	19	19	18	18	18	18			
12	Butterick			19	18	17	18	18	18	18			
13	Fleury Barton			19	17	17	18	18	19	19			
14	Och			18	19	20	19	18	18	17			
15	Adamski			19	18	19	17	17	17	17			
16	Lawrence			18	19	19	19	19	19	18			
17	Cook			19	20	18	17	17	17	18			
	Total		135	131	130	129	126	125	126	125	0	0	0
Grade 2													
1	Mayo			16	15	15	16	16	16	16			
2	Billington			17	17	17	17	17	17	17			
3	McDonald			18	18	18	18	18	18	17			
6	Verdone			16	16	16	16	16	16	16			
7	Gonzalez			16	16	16	16	16	16	16			
8	Ozenne			15	16	16	16	16	16	16			
11	Montesione			16	16	16	16	16	16	16			
	Total		123	114	114	114	115	115	115	114	0	0	0
4	Kochol (ABA)*						6	6	6	6			
	Sped & Peers			33	34	38	38	38	39	39			
	Total		46	33	34	38	38	38	39	39	0	0	0
	Totals		435	378	378	383	385	384	387	386	0	0	0

* Enrollment number does not reflect the number of students on the teachers case load

ENROLLMENT REPORT 2024-2025
Clover Street School

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 3													
25	Darrell			20	19	19	19	19	19	19			
8	Driscoll			19	19	19	19	19	18	18			
10	Rivers			20	20	20	20	20	20	20			
11	Sanchez			20	19	19	19	19	20	20			
27	Alzamora			20	19	19	19	20	20	20			
	Total		82	99	96	96	96	97	97	97	0	0	0
Grade 4													
24	Comer			21	21	22	21	22	21	21			
21	Junious			21	21	23	23	23	23	23			
16	Murray			21	21	21	20	20	20	20			
21	Sumner			21	22	21	20	19	20	20			
	Total		105	84	85	87	84	84	84	84	0	0	0
Grade 5													
12	Burnham			16	16	16	14	14	14	14			
15	Grimes			16	17	16	16	16	15	15			
14	Jerram			16	16	16	17	17	17	17			
17	Nowusch			15	15	15	15	15	15	15			
13	Steele			15	15	16	16	16	16	16			
19	Williams			15	16	17	18	18	18	17			
	Total		90	93	95	96	96	96	95	94	0	0	0
	Totals		277	276	276	279	276	277	276	275	0	0	0

**ENROLLMENT REPORT 2024-2025
JF KENNEDY SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 3													
1	Stout			19	19	19	18	18	20	20			
2	Nguyen			21	21	20	21	20	20	21			
3	Lamoureux			22	22	22	22	22	22	22			
4	Pierce			20	20	19	19	19	20	20			
5	May			20	20	21	21	22	21	20			
6	Schultz			20	20	20	20	20	21	20			
8	Freitas			19	18	18	19	19	17	17			
	Total		130	141	140	139	140	140	141	140	0	0	0
Grade 4													
7	Gilligan			23	23	23	22	22	22	22			
9	Jones			23	23	23	23	23	22	22			
10	Estelle			22	23	23	21	21	22	21			
12	Kingsley			23	22	23	23	23	22	24			
14	Feliciano			23	23	23	23	23	23	23			
16	DaCosta			20	22	22	23	23	22	22			
	Total		120	134	136	137	135	135	133	134	0	0	0
Grade 5													
19	Johnson			22	22	23	23	23	23	23			
20	Carpenter			23	23	23	23	23	23	23			
24	Lam			23	23	23	23	21	23	23			
25	Mitchell			22	22	23	23	23	24	24			
27	Bell			23	23	23	23	23	23	23			
28	Everett			21	22	22	23	24	24	24			
	Total		121	134	135	137	138	137	140	140	0	0	0
22	Rodriguez (ABA)*					3	3	3	3	2			
	Totals		371	409	411	416	416	415	417	416	0	0	0

* Enrollment number does not reflect the number of students on the teachers case load

ENROLLMENT REPORT 2024-2025
Sage Park Middle School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 6											
House 1		109	113	114	114	114	114	112			
House 2		118	120	119	119	119	121	120			
Total	210	227	233	233	233	233	235	232	0	0	0
Grade 7											
House 3		118	118	117	115	115	114	115			
House 4		127	128	128	127	127	126	126			
Total	228	245	246	245	242	242	240	241	0	0	0
Grade 8											
House 5		116	118	118	120	120	121	122			
House 6		120	122	120	121	121	122	121			
Total	261	236	240	238	241	241	243	243	0	0	0
Sage Park Totals	699	708	719	716	716	716	718	716	0	0	0

ENROLLMENT REPORT 2024-2025

Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	302	294	299	298	299	298	275	273			
Grade 10	283	276	279	280	278	278	285	288			
Grade 11	292	278	280	280	280	280	278	281			
Grade 12	270	270	267	267	268	268	284	283			
Windsor High Total	1,147	1,118	1,125	1,125	1,125	1,124	1,122	1,125	0	0	0

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: Tuesday, March 18, 2025

Prepared By: Patricia Patton

Presented By: Danielle Batchelder

Attachments: Cafeteria Operations – February, 2025

Subject: Food Service Financial Report

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

Status: Financial Report for February, 2025

Recommendation: Informational Only

Reviewed by: _____

WPB

Recommended by the Superintendent: _____

TH/RD

Agenda Item # _____

5.C.

Windsor School Food Service Financial Statement
February 2025

REVENUE	February 2025	7/1/24 - YTD	February 2024	7/1/23 - YTD
SALES	\$64,397.75	\$448,669.39	\$32,669.57	\$282,429.39
REIMBURSEMENTS - STATE	8,105.00	8,105.00		9,291.15
Federal Reimbursement	105,908.88	767,020.65	111,865.95	755,998.26
CLOC	19,110.00	144,916.00		105,865.00
MISC. (Rebates & Grants)	0.00	5,429.99		132,008.97
9 CENTS Certification	2,807.91	20,190.69	2,814.72	18,834.80
REVENUE TOTALS	\$200,329.54	\$1,394,331.72	\$147,350.24	\$1,304,427.57
REFUND			\$100.00	\$2,919.60
REVENUE TOTALS minus refund	\$200,329.54	\$1,394,331.72	\$147,250.24	\$1,301,507.97
EXPENSES				
WAGES	\$69,954.67	\$505,167.31	\$69,036.69	\$450,541.69
PAYROLL TAXES	5,351.53	46,531.85	5,281.31	34,705.32
BENEFITS	7,678.15	62,128.93	7,535.61	52,453.96
FOOD/MILK	98,335.43	735,912.16	108,243.84	798,190.04
PAPER	4,115.42	21,596.93	6,920.59	32,189.05
TRUCK	177.80	861.71	0.00	2,278.93
SUPPLIES	3,300.30	3,300.30	0.00	4,668.51
EQUIPMENT	110,502.05	305,519.55	11,431.98	198,822.37
SERVICES	17,458.49	53,585.85	20.00	1,591.10
EXPENSE TOTALS	\$316,873.84	\$1,734,604.59	\$208,470.02	\$1,575,440.97
NET INCOME	(\$116,544.30)	(\$340,272.87)	(\$61,119.78)	(\$271,013.40)
INVENTORY	\$12,063.12			\$29,847.32
OPENING BALANCE 7/1	\$1,985,269.08		\$1,836,198.52	
COMPUTED OPERATING POSITION		\$1,657,059.33		\$1,595,032.44

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: March 18, 2025

Prepared By: Katherine Zager, Human Resources Manager **Presented By:** Danielle Batchelder, Chief of Operations

Attachments: Human Resources Report

Subject: Human Resources Report for February 1, 2025 – February 28, 2025

NEW HIRES / REAPPOINTMENTS

Name	Position	Location
Robert Metzler	School Social Worker	Clover Street
Rory Livingston	Special Education Teacher	Clover Street
Richard Roberts	Technology Education Teacher	Sage Park
Deborah Kelley	English Teacher	Windsor High
Kandis Blake	Part-Time Treehouse Group Leader	Oliver Ellsworth
Tyra Anderson	Full-Time Math Tutor	Sage Park
Jared Pelletier	Temporary Firefighter Instructor	Windsor High
Amy Hoffman	Part-Time ESL Instructor (Adult Ed.)	Districtwide/LPW

RESIGNATIONS / SEPARATIONS

Name	Position	Location
Thomas Dugre	Special Education Teacher	Clover Street
Kendra Kochol	Special Education Teacher	Oliver Ellsworth
James Iovanna	Technology Education Teacher	Sage Park
Cristin Ball	English Teacher	Sage Park
Jason David	Paraeducator	John F. Kennedy
Sadia Santana	Program Assistant for OFCP	Districtwide/LPW
Lisa McCarthy	Part-Time ESL Instructor (Adult Ed.)	Districtwide/LPW

Reviewed by: _____

10/15

Recommended by the Superintendent: _____

TH / RD

Agenda Item # 5.d.

Windsor Board of Education
Regular Meeting – Hybrid via Zoom and In-Person
Unapproved Minutes

Wednesday, February 19, 2025 7:00 PM
L.P. Wilson Community Center, Boardroom
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Wednesday, February 19, 2025 Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter: Present
Mr. David Furie: Present
Mr. Jeremy Halek: Present
Mr. Anthony King: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Absent
Mr. Nathan Wolliston: Present
Ms. Canter and Mr. Halek attended virtually.

Ms. Ayana Taylor: Present
Ms. Taylor arrived, virtually, at 7:13 PM.

Mr. Jeremy Halek: Absent
Mr. Halek was unable to vote on the consent agenda, although he virtually showed as in attendance.

Mr. Jeremy Halek: Present
Mr. Halek was back in attendance, virtually, at 7:31 PM, for the motion on the minutes.

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 7:05 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Superintendent of Schools Dr. Terrell Hill, Chief of Operations Danielle Batchelder, Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. Recognition - New BOE Student Representative - Wareesha Khan

Windsor High School Principal Dr. Parker introduced the spring semester Student Representative. Ms. Wareesha Khan.

Ms. Taylor arrived, virtually at 7:13 PM.

3. Audience to Visitors

Mayela Aguirre-Ernest, Adult Education Director, 316 Palisado Avenue - She spoke on behalf of the Adult Education Department and shared its successes, goals, and funding. She asked the board for their continued support.

John Cassarino, 48 Arrowbrook Drive - He suggested the board consider budget money be used for health initiatives for the staff and students.

4. Consent Agenda

a. Financial Report

Expenditures for January 31, 2025 \$5,362,952

Expenditures through January 31, 2025 \$44,580,463

b. Enrollment Report

c. Food Service Report

d. Human Resources Report

Mr. Halek was unable to vote on the consent agenda, although he virtually showed as in attendance.

Move the Board of Education approve consent agenda items 4.a. Financial Report, 4.b. Enrollment Report, 4.c. Food Service Report, and 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

5. Approval of Minutes

a. January 22, 2025 Regular Meeting

b. January 28, 2025 Public Forum with Finance Committee

c. February 5, 2025 Public Forum with Finance Committee

d. February 11, 2025 Public Forum with Finance Committee

Mr. Halek was back in attendance, virtually, at 7:31 PM, for the motion on the minutes.

Move the Board of Education approve the minutes of the January 22, 2025 Regular Meeting, the January 28, 2025 Public Forum with Finance Committee Meeting, the February 5, 2025 Public Forum with Finance Committee Meeting, and the February 11, 2025 Public Forum with Finance Committee Meeting minutes. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

6. Student Representative Report

Ms. Khan shared details of recent WHS events and upcoming conferences, application deadlines, and course selection.

7. Board of Education

a. President's Report

Mr. Furie spoke about several school events he attended as well as a Legislative Breakfast. He and several WHS students will attend CABA Day on the Hill.

b. Finance Committee's Recommendation regarding the 2025-2026 Financial Plan and Adoption of the 2025-2026 Financial Plan (Anticipated Action)

Move to hold the executive session prior to agenda item 7.b. Finance Committee's Recommendation regarding the 2025-2026 Financial Plan and Adoption of the 2025-2026 Financial Plan. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Move the Board of Education enter into executive session for the purpose of discussing security cameras at school locations as well as a discussion on district software contracts and on insurance claim numbers. They will invite Superintendent Dr. Terrell Hill, Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady and Chief of Operations Danielle Batchelder to be part of the discussion. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

The board entered into executive session at 7:33 PM and returned to open session at 8:33 PM.

Move the Board of Education accept the proposed 2025-2026 budget submitted to the Board by Superintendent Dr. Terrell Hill with a 6.88% increase over the current year's budget. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Nathan Wolliston, Failed.

Ms. Jill Canter: No, Mr. David Furie: No, Mr. Jeremy Halek: No, Mr. James Madison: No, Mr. Paul Panos: No, Ms. Ayana Taylor: No, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. Nathan Wolliston: Yes

Yes: 3, No: 6

Move to call the question on the subsidiary motion. This motion, made by Mr. Anthony King and seconded by Mr. Nathan Wolliston, Passed.

Mr. James Madison: No, Mr. Paul Panos: No, Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 7, No: 2

I move that the Superintendent's proposed budget be reduced to \$88,619,067, a reduction of \$1,491,232 from the Superintendent's proposed budget, with \$750,000 removed from the Superintendent's proposed increase in the Benefits budget, and \$741,232 removed from the budget for funding former ESSER grant positions that are now Board funded, for a total increase of \$4,305,728, or 5.1%. This motion, made by Mr. Paul Panos and seconded by Mr. Jeremy Halek, Failed.

Mr. David Furie: No, Mr. Anthony King: No, Mr. Leonard Lockhart: No, Ms. Ayana Taylor: No, Mr. Nathan Wolliston: No, Ms. Jill Canter: Yes, Mr. Jeremy Halek: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes

Yes: 4, No: 5

Move the Board of Education reduce the proposed 2025-2026 budget submitted to the Board by Superintendent Dr. Terrell Hill by 1% from the 6.88% increase over the current year's budget to 5.88%. This motion, made by Ms. Ayana Taylor and seconded by Mr. Anthony King, Passed.

Mr. Nathan Wolliston: Abstain (Without Conflict), Ms. Jill Canter: No, Mr. Leonard Lockhart: No, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes

Yes: 6, No: 2, Abstain (Without Conflict): 1

Some board members commented on their support or disapproval of the motion options that were on the table.

Dr. Hill will work with his Cabinet to decrease the budget by the requested 1%.

c. School Liaison Reports

1. Windsor High School

Mr. Wolliston had no updates.

Ms. Taylor cheered on the Warriors and congratulated Coach Smith on 700 wins.

2. Sage Park Middle School

Mr. King had no comment.

Mr. Panos spoke about the most recent PTO meeting and the upcoming one. He informed the board about an anti-bullying application available to families.

3. Clover Street School

Mr. Madison spoke about Governor Lamont's visit to Clover Street School and an upcoming "living museum" day.

4. John F. Kennedy School

Ms. Canter spoke about early dismissals, assemblies, and conferences.

5. Oliver Ellsworth School

Mr. Lockhart had no comments.

6. Poquonock School

Mr. Halek spoke about a public meeting with the principal in March. He shared information about a recent assembly and an upcoming PTO meeting.

Mr. King was absent from 9:45 PM until 9:47 PM.

8. Superintendent's Report

Dr. Hill thanked the BOE for their time deliberating. He announced which Seniors at WHS participated in Signing Day for college sports. He spoke about participating in events at Clover Street School and being a panelist for a Central Connecticut State University superintendent training program. He thanked staff for their work on the budget and Mr. Lockhart for facilitating the Finance Committee meetings.

9. Committee Reports

There were no reports.

10. Other Matters/Announcements/Regular BOE Meetings

- a. Next BOE Regular Meeting is Tuesday, March 18, 2025, 7:00 PM, LPW, Board Room

Mr. Halek announced an upcoming choir concert at WHS.

11. Audience to Visitors

There were no speakers.

12. Executive Session - 1. Discussion on Security Cameras at School Locations

2. Discussion on District Software Contracts
3. Discussion on Insurance Claim Numbers

For continuity, this executive session was moved before agenda item 7.b. Finance Committee's Recommendation regarding the 2025-2026 Financial Plan and Adoption of the 2025-2026 Financial Plan.

The board entered into executive session at 7:33 PM and returned to open session at 8:33 PM.

13. Adjournment

Move to adjourn at 9:56 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Leonard O. Lockhart, Secretary
Windsor Board of Education

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: March 18, 2025

Prepared By: Terrell M. Hill, PhD

Presented By: Paul Panos and James Madison

Attachments: AI materials from Mr. Madison

Subject: Discussion on Artificial Intelligence

Background:

This agenda item was added to the agenda by the executive committee.

Recommendation:

For discussion

Recommended by the Superintendent: TH / RD

Agenda Item # 8.6.



TALCOTT MOUNTAIN
SCIENCE CENTER & ACADEMY

Terrell Hill, Ph.D., Superintendent of Schools
Windsor Public Schools
601 Matianuck Avenue
Windsor, Connecticut 06095

13 January 2025

Dear Superintendent Hill,

I am writing to invite your district's continued participation in an Inter-District Cooperative Grant proposal, "Stories in the Stone." The Consolidated School District of New Britain plans on submitting this proposal to the Connecticut State Department of Education in response to the Department's recent RFP for the 2025-2026 school year.

With the proposed program's emphasis on Connecticut's cultural, historical, and geological past, a special emphasis will be placed on the manner in which Connecticut's landscape has affected the course of human events here. Students will learn that the variety of Connecticut's landforms in the past attracted and influenced a diverse population of settlers and subsequent waves of immigrants in establishing our common heritage.

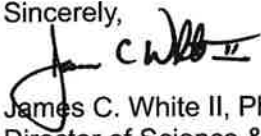
Under the new SDE guidelines limiting agencies to one application for the inter-district grant program, Talcott Mountain Science Center & Academy is collaborating with the Consolidated School District of New Britain and serving with it as the applicant. I am including a draft of the abstract for this cross-disciplinary proposal for your review. The program will serve 6th and 7th grade students as an out-of/after-school program and will be offered at no cost to the participating districts. Please understand that the districts in the abstract have expressed a serious interest in joining or have participated in the program in recent years. The named participants in the final document to be submitted to the SDE will be revised pending receipt of your and other districts' "Superintendent/Designee Signatory Page" with authorized signature.

I fully expect this will be a highly competitive funding cycle. Thus, it is important that we prepare adequately and in a timely fashion. In order to do so, I must know which districts are interested in participating as districts' participation will affect the writing of critical areas of the proposal.

I have included with this letter a "Superintendent/Designee Signatory Page" for the proposed "Stories in the Stone" program. Please review this and the program abstract (separate document) and sign. As SDE requires submission of a signed "Superintendent/Designee Signatory Page" with the proposal, I respectfully request that you return the document by email before Tuesday, 21 January 2025. Please address your email to me at jwhite@tmsc.org and copying it to Steve Pelosi at stevepelosi0@gmail.com.

Thank you for your consideration. Should you have any questions or need further information, Superintendent Hill, please contact Steve Pelosi at 203.215.5296 or me at 860.677.8571.

Sincerely,



James C. White II, Ph.D.
Director of Science & Innovation



Understanding AI in School

Artificial Intelligence (AI) refers to computer systems that can perform tasks that usually need human intelligence, like recognizing patterns and providing suggestions. In school, AI can support your learning, help you with certain tasks, and even make learning more personalized to fit your needs.

Using AI Responsibly

AI can be a helpful tool for your learning, but it's important to use it in the right way. Here's how:

- **Ask for Permission:** Always check with your teacher before using AI for any school assignment. They will let you know when and how AI tools are appropriate.
- **Be Honest About AI Use:** If you use AI to help with an assignment, mention it! For example, you might add a note that says, "I used AI to help brainstorm ideas."
- **No Full AI Work:** Do not turn in assignments that are fully created by AI without making changes or giving credit. Your teachers want to see your own ideas and work.

Protecting Your Privacy

Your privacy and data security are important. Here's how you can help protect them:

- **Don't Share Personal Information:** Avoid entering personal details, like your name or contact information, into any AI tool. These tools aren't designed to store or protect that information.
- **Keep Track of AI Use:** If you use AI in your assignments, record the parts you used it for. For example, save your prompts or a summary of how AI helped you in a document.

Ethical and Respectful Use of AI

Using AI is a big responsibility. Follow these guidelines to use AI tools respectfully:

- **Use AI to Support Your Learning:** AI should be a helper, not a replacement for your own effort. Use it to brainstorm, check your work, or practice, but make sure your final work is your own.
- **Check for Accuracy:** Don't rely on AI without reviewing its work. AI isn't perfect and may make mistakes. Double-check facts or suggestions to make sure they're correct.
- **Avoid Bias and Be Fair:** AI tools sometimes have biases, which can mean they're not always fair to everyone. Be mindful of this and talk to a teacher if you notice anything that seems unfair or biased.

Keeping AI Use Safe and Productive

Your school is committed to making sure AI supports all students fairly and inclusively. Here's how you can use AI in a way that benefits everyone:

- **Inclusive and Accessible Learning:** AI tools can be a great way to learn in ways that work best for you. Use AI to help break down tough topics or to learn at your own pace.
- **Be Thoughtful:** Sometimes AI isn't the best choice for a task. Think about what tools are most helpful for the job and ask your teacher for advice if you're not sure.

Preparing for the Future

Learning to use AI responsibly is a valuable skill. In the future, AI will be a part of many areas of life and work. Practicing responsible, ethical AI use now will help you be ready for the opportunities ahead.

Key Reminders

1. **Always ask permission before using AI for assignments.**
2. **Be transparent and honest about your use of AI.**
3. **Protect your privacy and don't share personal information with AI tools.**
4. **Use AI to support—not replace—your learning.**

By following these guidelines, you can make the most of AI in your learning journey while staying safe and responsible. Enjoy discovering what AI can do to help you succeed!



Norwalk Public Schools AI Framework

Definition:

AI (Artificial Intelligence) is a field of computer science that focuses on creating machines that can perform tasks that would typically require human intelligence. AI systems can learn from data, identify patterns, and make decisions based on that information. AI has the potential to revolutionize many industries, including education.

AI can be used to improve student learning outcomes, teacher effectiveness, and administrative efficiency. For example, AI-powered intelligent tutoring systems can provide personalized learning experiences for students by adapting to their individual needs and learning styles. AI can also help teachers by automating administrative tasks such as grading and providing real-time feedback on student performance. Additionally, AI can be used to identify at-risk students who may need additional support and resources.

Explore and Experiment

Teachers are encouraged to try out AI tools to see how they can improve efficiency and personalize learning, while protecting student data.

Human Oversight

AI should be used as a supportive tool rather than a replacement for human interaction and instruction. Emphasize the importance of teacher-student relationships, personalized guidance, and critical thinking skills alongside AI implementations.

Teacher Professional Development

Educators will receive professional development specific to educational applications (inclusive of impact and adaptations) on AI and its applications in education.

Student Use

Students should not create their own AI accounts. Students may use AI tools in the classroom, but only with adult supervision.

Generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may

approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Integrity

Norwalk Public Schools will emphasize academic integrity, and students will be reminded to do the right thing even when no one is looking.

Bias Mitigation

All users should be vigilant about addressing biases in AI systems. They should regularly assess and monitor AI algorithms for potential biases related to gender, race, ethnicity, socioeconomic status, and other factors.

Privacy and Data Protection

- Student and staff data will be collected, stored, and processed in compliance with privacy laws and regulations.
- Consent will be obtained before collecting any personal data.
- Measures will be taken to ensure data security, encryption, and limited access.

Data Security

Generative AI tools are not yet considered CT Data privacy compliant for student use. Adult users should not provide personally-identified information and take measures to protect data confidentiality and integrity.

Transparency and Explainability

- AI algorithms used in education will be transparently disclosed to stakeholders.
- Students, parents, and staff will be provided with information on how AI is used, the purpose it serves, and the decision-making processes involved.
- Efforts will be made to explain AI algorithms in a way that is understandable to stakeholders.

Ethical Use

Schools will educate students about responsible AI practices, including respect for privacy, ethical considerations, and appropriate use of AI tools. Students will understand the Terms of Use for AI tools, including age requirements and parental consent. Teachers are encouraged to facilitate discussions on the potential ethical implications of AI technologies. Library Media Specialists will work to revise their curriculum to incorporate the ethical implications of AI for students in grades K-12 with an emphasis on evaluating information to determine fact from fiction and building students critical thinking skills.

Continuous Evaluation

Norwalk Public Schools will regularly assess the impact and effectiveness of AI implementations in the educational environment, monitoring student outcomes, engagement levels, and the overall learning experience. Feedback from teachers, students, and parents will be collected to make necessary adjustments and improvements. The district will only support the implementation of tools that have proven to be reliable and cost effective.

Regulation Reviews

Norwalk Public Schools will periodically review and update the AI framework and create any regulations as necessary, taking into account emerging technologies, changing regulations, and best practices. Key stakeholders, including educators, parents, students, and legal experts, will be involved in regulation discussions to ensure a well-rounded perspective.


This framework provides a set of guidelines for the responsible and effective use of AI in K-12 education. By following these guidelines, schools can ensure that AI is used to enhance learning, while protecting student data and privacy.

Resources:

[Generative AI in the Workspace](#)

[AI and the Future of Teaching and Learning](#)

[How AI can improve K12 Education](#)



Framework for Implementing Artificial Intelligence (AI) in State Education Agencies (SEAs)



ILO Group

Version 1.0

DISCLAIMER

These materials are preliminary and non-exhaustive and are being made available on a nonexclusive basis solely for information purposes in response to the need for considerations for implementing AI in state education agencies (SEAs). The materials reflect general insight and may present potential options for consideration based on currently available information, which is inherently uncertain and subject to change, but do not contain all of the information needed to determine a future course of action. The insights and concepts included in these materials have not been validated or independently verified. References to specific products or organizations are solely for illustration and do not constitute any endorsement or recommendation. These materials do not constitute, and should not be interpreted as, policy, accounting, legal, medical, tax, or other regulated advice, or a recommendation on any specific course of action. These materials are not a guarantee of results and cannot be relied upon. Future results may differ materially from any statements of expectation, forecasts, or projections. Particularly in light of rapidly evolving technology, these materials are provided “as is” without any representation or warranty, and all liability is expressly disclaimed for any loss or damage of any kind. The recipient is solely responsible for all of its decisions, use of these materials, and compliance with applicable laws, rules, and regulations. Consider seeking advice of legal and other relevant certified/licensed experts prior to taking any specific steps.

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OVERVIEW

As AI technology becomes more embedded in everyday life, state leaders have a critical role in establishing robust systems and communications that can influence its effectiveness. Building upon ILO Group's previously released [Framework for Implementing Artificial Intelligence \(AI\) in K-12 Education](#) aimed at district leadership and teams, this state-level framework offers practical, actionable recommendations specifically designed for the roles and responsibilities of state education leaders and their teams at state education agencies (SEAs). AI has become a pivotal presence in our world and the decisions by leaders to embrace this technology will signal how they intend to lead during this time of change.

This framework aims to provide strategic guidance that acknowledges the dynamic nature of AI technology and supports SEAs in creating transparent structures with enhanced oversight to mitigate critical risks. All recommendations within the framework are intended as advice, recognizing that SEAs must ultimately align their efforts with cross-agency initiatives and adhere to existing laws and regulations.

Our framework is divided into two sections. First, we explore statewide considerations, focusing on the political, operational, technical, and fiscal realities for SEAs. These foundational pillars aid SEAs as they navigate AI implementation complexities, from initial steps like forming task forces, establishing research agendas, and promoting digital and AI literacy, to advanced initiatives such as developing AI assurance laboratories, conducting AI readiness assessments, and creating innovative funding mechanisms.

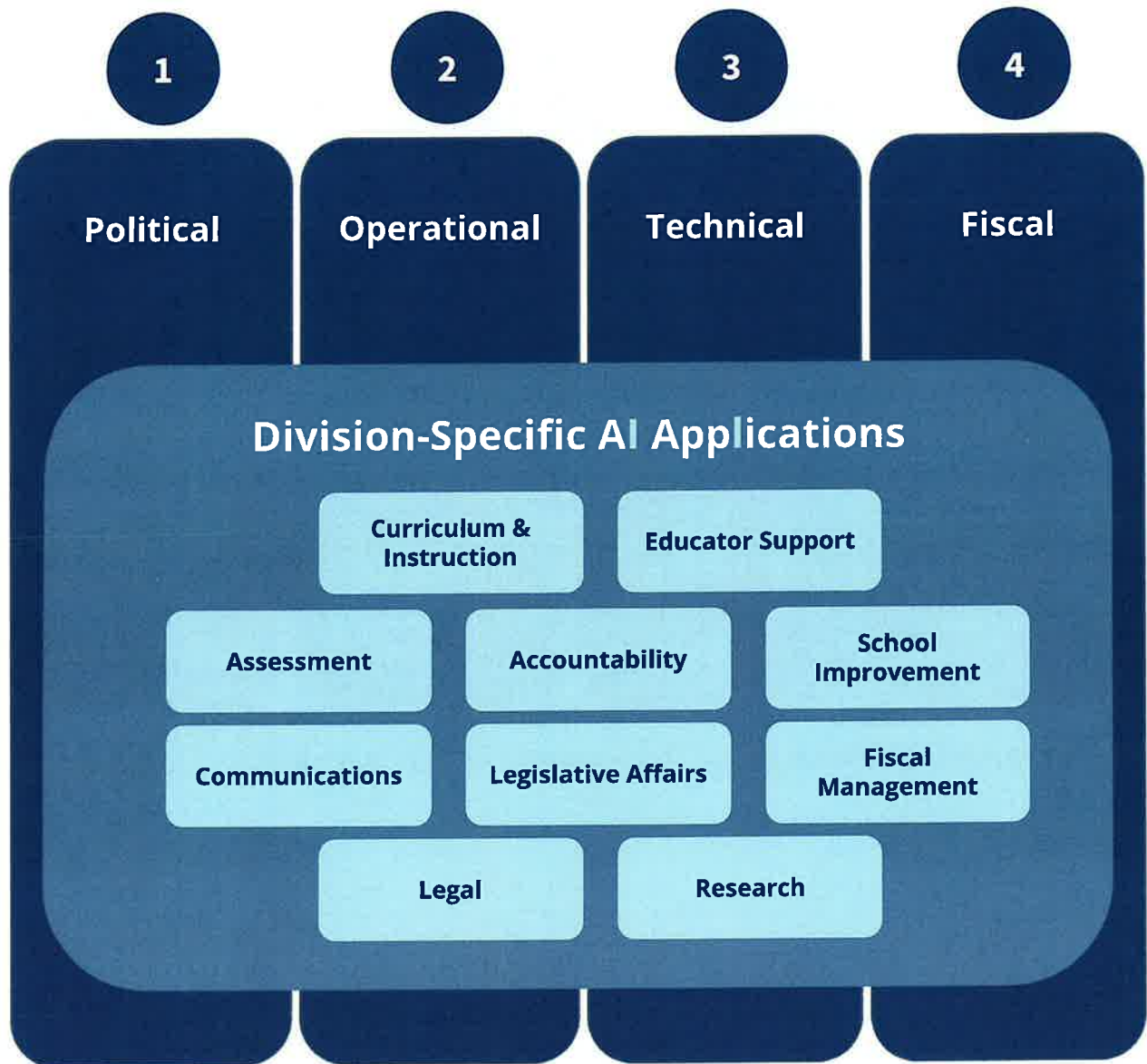
Then, we look at division-specific applications, illustrating practical AI use cases that enhance both internal and external SEA operations, as well as applications to increase the agency's support for local education agencies (LEAs). This section highlights how AI can improve key SEA support functions, ranging from educator support to administrative activities and beyond, when used by humans and with human oversight. By providing concrete examples, we aim to demonstrate AI's potential to enhance the impact of each division across the agency.

For all sections of the framework, we want to emphasize the role of AI as a supportive tool, while ensuring that human direction, oversight, and quality assurance are maintained at all times. Our hope is that this framework serves as a call to action, urging us to lead with a vision, embracing the innovations AI offers while conscientiously mitigating its risks. This framework offers a foundation for SEAs to initiate or advance their journey in implementing AI into K-12 education.

Aware of AI's evolving role in education, we commit to frequently updating this framework, ensuring it remains a relevant guide. We welcome your insights and feedback. Please share your thoughts with us at lsmith@ilogroup.com.

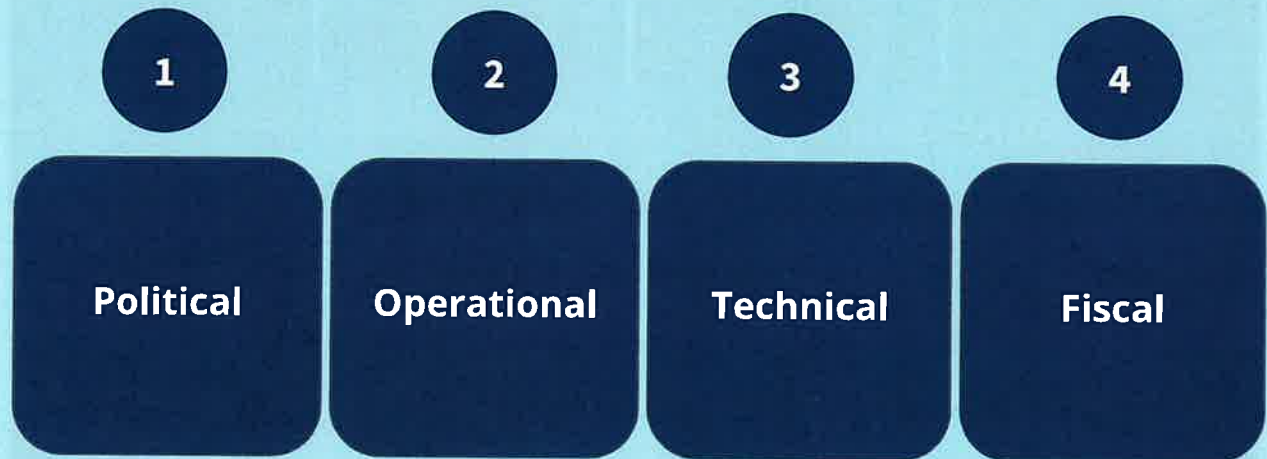
FRAMEWORK FOR IMPLEMENTING ARTIFICIAL INTELLIGENCE (AI) IN STATE EDUCATION AGENCIES (SEAs)

Statewide AI Areas of Considerations



PART ONE

Statewide Artificial Intelligence (AI) Areas of Considerations



POLITICAL

1. State-level task force

Establish a state-level task force focused on artificial intelligence (AI) in education to explore the potential impact of AI, develop guidance and comprehensive policy recommendations, support AI literacy, and create clear governance structures and accountability mechanisms to ensure effective implementation and ongoing oversight of AI initiatives.

- Consider language and approaches such as [ExcelinEd's AI in Education Task Force Act](#) or [California's Executive Order to Prepare California for the Progress of Artificial Intelligence](#).
- Be clear on the direction and timeline for the task force, including when the task force is creating policy or making a recommendation to another body. Based on the direction and specificity of a statewide task force, consider if an additional task force focusing on AI in K-12 education is needed.
- Ensure a variety of stakeholders are on the task force to avoid silos, including state AI directors, inter-agency representatives, district and school leaders, union and association representatives, educators, parents/caregivers, and students

2. Stakeholder engagement plan

Develop a stakeholder engagement plan to build understanding.

- Facilitate focus groups and distribute targeted surveys to collect stakeholder feedback on the problems they hope to solve, areas of key concerns, and ideas regarding AI in education.
- Based on the qualitative and quantitative feedback, identify common themes, concerns, and suggestions regarding the state's future AI vision and principles.
- Create channels for feedback and suggestions from all stakeholders to inform continuous improvement.
- Establish a dedicated email box and other communication methods to field questions, ensuring stakeholders can easily seek guidance and contribute insights.

Sample Task Force Actions

- Define the future AI vision and key principles.
- Assess existing laws and regulations related to AI and determine if future changes are necessary.
- Ensure that the use of AI across state government is responsible, ethical, transparent, and secure.
- Develop a research agenda that aligns the agency's research team with the task force's most critical questions.
- Make recommendations for evaluating AI benefits and risks, ensuring the public is properly protected.
- Recommend administrative actions that state agencies can take to increase efficiency and effectiveness.
- Review the role of automated decision systems (if any) and evaluate their potential benefits and risks.



POLITICAL

3. Statewide AI vision and principles

Develop statewide AI vision and principles to signal responsible and ethical AI usage. Make clear that at no point does the organization intend to imply that AI could replace a teacher, a guardian, or an educational leader as the custodian of their students' learning (as shared in the [U.S. Department of Education, Office of Educational Technology, Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations](#)).

- Embrace the state's signaling role which can provide greater transparency around the power of AI and the opportunities it presents.
- Utilize stakeholder feedback to help inform the state's AI vision and principles.
- Clearly articulate the risks of AI and include mitigation strategies. Emphasize the importance of keeping "humans in the center of the loop" for critical decisions.

4. Responsible AI framework

Create a responsible AI framework through which to consider AI applications, uses, and procurement.

- Consider reviewing [EDSAFE AI Alliance's SAFE Benchmarks Framework](#), [Digital Citizenship Coalition](#), [ISTE](#), [COSN](#), and [ATLIS's Responsible Use Policies for Schools](#) for additional guidance.
- Consider reviewing [NIST Artificial Intelligence Risk Management Framework \(AI RMF\)](#) and responsible AI frameworks from [Microsoft](#), [Google](#), [OpenAI](#), [Anthropic Constitutional AI](#).

Responsible AI frameworks generally outline:

- **Safety:** Ensures that AI systems operate within safe limits, preventing harm to users by managing risks, implementing protective measures, and consistently performing as intended.
- **Privacy Protection:** AI systems must be designed to protect user privacy and comply with existing state and federal laws.
- **Fairness:** AI systems should be designed to avoid unfair bias and discrimination.
- **Transparency and Explainability:** Transparency in AI involves clear communication about how AI systems work and are used. This principle is closely linked to explainability, which refers to the ability of AI systems to provide understandable explanations for their decisions and actions.
- **Human Oversight:** AI systems should include mechanisms for human oversight to ensure that decisions made by AI are subject to human review, especially in critical or sensitive contexts.
- **Accountability:** This includes establishing clear roles and responsibilities for monitoring AI systems and dealing with any issues that arise, including having mechanisms in place to handle complaints or concerns about AI systems.

OPERATIONAL

1. Statewide AI roadmap

Design a statewide AI roadmap that articulates a clear strategy for achieving the state's AI vision over the next 2-3 years, detailing a series of phased initiatives, each marked by clear milestones, and an ongoing progress monitoring system.

1A General Roadmap Considerations (for both SEA Operations and LEA Guidance)

- Strategically integrate AI across State Education Agency (SEA) operations by appointing a **State AI Director** charged with facilitating cross-departmental and stakeholder collaboration. This could include analyzing existing systems, developing and executing an AI roadmap, overseeing AI project implementations, and ensuring compliance with responsible AI framework.
- **Identify and prioritize opportunities to use AI** that leverage the research and learnings from the task force's research agenda and align with state education goals and stakeholder feedback.

1B Considerations for SEA Operation Components in the Roadmap

- Provide **training and development to SEA staff on digital literacy and AI literacy**, ensuring the workforce can safely and effectively use AI tools in their daily operations. This includes building awareness of ethical AI use, understanding and mitigating risks, recognizing and addressing fake content, disinformation, and malicious use, and ensuring transparency in AI-driven decision-making processes.
 - Consider reviewing Digital Promise's [AI Literacy Framework](#).
- Evaluate and **make available key solutions for increasing productivity**, such as automated note-taking software for transcribing public meetings. Using these tools as a first-round pass before staff evaluate the work products will increase efficiency and minimize risk
- **Consider deploying internal chatbots** that access specific and approved SEA information. As part of this work, the roadmap should include plans for knowledge management that will serve as the basis. Internal chatbots can serve as a digital resource for SEA staff, supporting onboarding, enabling staff to ask questions to receive quick access to information, and streamlining internal processes. These chatbots should have human oversight for continuous improvement.

(continued on next page)

OPERATIONAL

1C

Considerations for LEA Guidance Components in the Roadmap

- **Publish AI guidance** for local education agencies (LEAs).
 - If creating guidance is not part of the task force's responsibilities (in the political section), convene a working group with a variety of stakeholders to formulate guidance for LEAs.
 - Consider reviewing guidance that has already been released* ([AZ](#), [CA](#), [CT](#), [HI](#), [IN](#), [KY](#), [MS](#), [NC](#), [OH](#), [OK](#), [OR](#), [UT](#), [VA](#), [WA](#), [WV](#)) or looking at [ILO Group's Framework for Implementing AI in K-12 Education](#) or [TeachAI's Sample Guidance](#) to gather ideas for your own state's guidance for LEAs. [CRPE also regularly publishes reports](#) comparing and contrasting policy and guidance across different states.
 - Stress the importance of the iterative nature of the guidance, and set a clear timeline for regular updates, ideally on a quarterly or semester basis, to keep all stakeholders informed and reflect changes in the AI ecosystem.
- Provide **train-the-trainer programs, materials, and micro-credentialing opportunities on AI literacy and digital literacy** to equip LEAs and regional service centers on ways to actively educate staff, students, and families. Training should also include information about safety, bias, fake content, disinformation, and malicious use.

2. Internal AI governance structures

Establish internal AI governance structures and processes with dedicated capacity and authority. This cross-functional team should have responsibilities for:

- Developing and executing responsible AI frameworks.
- Regularly auditing AI systems to identify and mitigate potential biases, errors, or unintended consequences, ensuring that AI outputs are accurate, fair, and interpretable.
- Establishing strict data privacy and security protocols to protect sensitive information and maintain compliance with relevant regulations, such as FERPA and COPPA.
- Continuously monitoring and updating the AI governance structures to reflect evolving best practices, technological advancements, and stakeholder needs.
- Ensuring that AI systems are transparent in their communications, decisions are explainable, and outputs are interpretable.

3. Strategic communication plan

Develop and implement a strategic communication plan to effectively convey and highlight the state's AI vision, principles, guidance, and initiatives. This plan should include a cohesive branding strategy.



ILO Group

* as of June 2024

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TECHNICAL

1. AI technical standards

Consult with the state's CIO, CTO, CDO, and AI Coordinator to align the SEAs work to overarching state government technical standards, procurement guidelines, and other directives.

If the state is working to develop such standards, ensure they cover specific technical and operational requirements while promoting innovation, privacy protection, and continuous improvement.

- Consider reviewing the [Commonwealth of Virginia's AI IT standards](#).

2. Comprehensive AI readiness assessment

Conduct a comprehensive AI readiness assessment to identify current capabilities and infrastructure gaps within the SEA. This should include an evaluation of hardware, internet connectivity, and data security measures.

- Consider reviewing [The Council of the Great City Schools, CoSN – Consortium for School Networking, and Amazon Web Services K-12 Gen AI Readiness Checklist](#).

3. AI Assurance Laboratory

Develop an "AI Assurance Laboratory" with an appointed team to ensure all state-approved AI use cases are implemented safely to support public trust and transparency. The team should focus on safety and privacy, transparency (how an AI system communicates its actions), explainability (decision-making processes), and interpretability (the comprehensibility of its outputs). Analysis should be aligned to the established responsible AI framework (in the political section).

NOTE: *On an annual basis, the agency may consider having vendors or researchers provide access to their outputs to assess if the tool is exhibiting biases or producing discriminatory outcomes.*

TECHNICAL

4. Red Team and review team

To safeguard the effectiveness and security at a state level, SEAs should establish both a Red Team and a review team. The experts convened for this should be tasked with review and assessment. Through specialized training, these experts will use a structured rubric for regular evaluations, focusing on usage, alignment with educational goals, impact, and compliance with their own state AI Technology Standards. This will aim to continually refine AI systems and to maintain transparency with students, families, educators, and leaders, ensuring this AI technology is safely integrated and beneficial to all stakeholders.

- Learn more about [red-teams](#) from the Center for Security and Emerging Technology.

5. Data security plan requirements

If an SEA already mandates LEAs to submit data security plans, it should update the requirements to incorporate AI-specific data security considerations, as well as questions about the LEAs' access to AI tools. For states that do not currently require such plans, they should consider mandating LEAs to develop and submit data security plans that address AI integration and access.

AI access should include having LEAs disclose whether they are using enterprise or free/unpaid versions for students and educators, and if this access extends to home use. For students, SEAs may also consider requiring LEAs to report the ages of students who currently have access to LEA-provided AI tools.

6. Statewide AI Technical Support Network

Establish a Statewide AI Technical Support Network, enhancing AI data security capacity in LEAs through the development of resources, best practices, and targeted professional development programs. Explore inter-agency collaborations to leverage collective expertise and resources for broader support for LEA technology teams.

FISCAL

1. Dedicated funding stream

Establish a dedicated funding stream to support AI in education initiatives, focusing on investments such as professional development and the procurement of enterprise accounts for LEAs at a reduced cost. These enterprise accounts offer enhanced security and privacy features, ensuring that user data are safeguarded and not used as part of AI training datasets without explicit authorization.

2. AI Grand Challenge

Launch an AI Grand Challenge initiative for the state to pilot innovative solutions that leverage AI to address pressing K-12 education problems:

Establish a **competitive grant program** that invites educators, researchers, and AI providers to propose high-impact, scalable AI projects aligned with the state's strategic priorities.

Focus areas could include personalized tutoring that adapts to each student's needs, early warning systems to identify and support at-risk students, or AI-assisted tools to support teachers.

Develop a **rigorous evaluation framework** to assess the impact and scalability of proposed solutions.

Prioritize projects that demonstrate measurable improvements in student outcomes, particularly for underserved populations, innovative applications of AI that can be replicated and scaled across diverse contexts, and alignment with the state's educational goals around excellence and workforce readiness.

Provide **comprehensive support** to grantees, including:

- Funding for AI tool development, teacher professional development, and necessary infrastructure upgrades;
- Technical assistance from AI experts to guide implementation and evaluation;
- Opportunities for grantees to collaborate, share insights, and collectively problem-solve.

Encourage the **sharing of lessons learned, best practices, and case studies** to inspire further innovation and inform ongoing AI implementation strategies.



FISCAL

3. Procurement process

Update procurement processes to ensure that contracts include appropriate language to align with AI governance and risk frameworks.

4. Statewide contracts

Negotiate statewide contracts for leading AI solutions, allowing LEAs to access them at pre-negotiated rates along with up-to-date language for AI governance and risk mitigation.

5. Funding opportunities for AI access

Develop funding opportunities for LEAs to address potential disparities in AI access based on socioeconomic status or geographic location. Collaborate with other agencies, private sector partners, and nonprofits to extend reliable and high-speed internet access to rural and remote areas. This could involve subsidizing internet access or deploying innovative solutions like mobile internet units.

Key Questions to Consider.

As you embark on the journey of AI implementation within your state, these key questions are designed to help you begin to think through how AI may be implemented, with a strong emphasis on tailoring your approach to your unique context and incorporating stakeholder feedback. These are not intended to be exhaustive but as a starting off-point.

Initial Action Steps

What immediate, concrete actions should be taken to advance AI readiness? Which core processes in your SEA could benefit most from a generative AI pilot? Who are the key SEA team members that are part of your core team for this work?

Defining AI Literacy

What will AI readiness and literacy entail for students in your state, particularly for the essential knowledge and skills needed for success in the workforce, higher education, civic engagement, and everyday life?

Adapting Educational Goals

In what ways do the goals of the state education agency need to evolve to incorporate AI readiness? How can you prioritize use cases to improve educational equity and outcomes for underserved student populations?

Promoting Opportunity

How can you design your AI implementation to promote equal opportunity and effectively serve those who are currently underserved by our education systems? How are you communicating this effectively?

Partnership Strategies

What partnerships with universities, regional service centers, community-based or national partners could help accelerate responsible statewide-AI adoption? How can you bolster cross-agency state partnerships?

Engaging Stakeholders

How can you engage key stakeholders like district and school leaders, union and association representatives, educators, parents/caregivers, and students when developing your AI governance policies?

Resource Needs

What resources are necessary, both now and in the future? How robust is your existing data infrastructure for student information and other key systems? What upgrades are needed to enable AI?

Data Privacy

How will you ensure generative AI applications align with student data privacy regulations like FERPA? How will you coordinate with other agencies in your state to ensure proper compliance and oversight?

Data Governance

What processes will you put in place to evaluate AI tools for accuracy, bias, and age-appropriate content before deployment? What data sharing agreements do you need to establish?

Training

How will you provide training for staff to effectively use AI tools? How can AI augment skills of adults in your system - not replace them - and how do you communicate this vision?

Talent

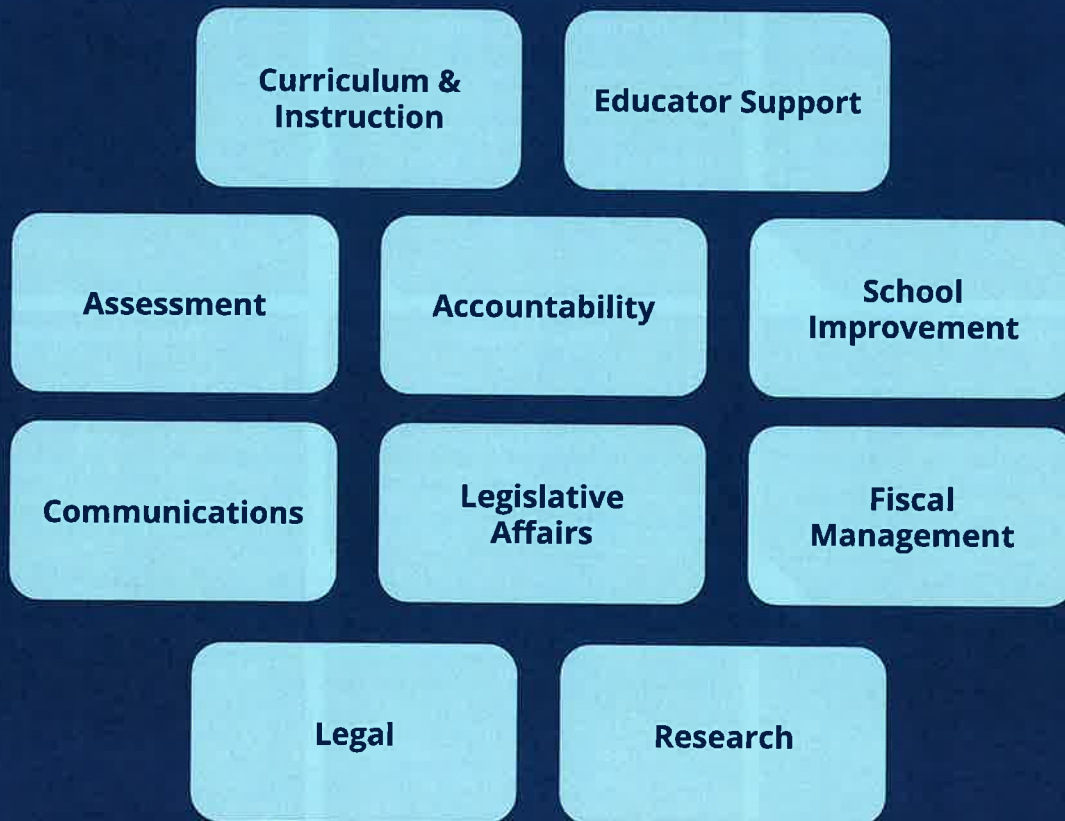
What additional expertise do you need to develop and execute this vision (contracted, hired, or through fellowships)? What new roles and expertise (e.g. learning engineers) do you need to guide AI adoption?

Measuring Impact and ROI

How will you measure the impact and ROI of AI projects (e.g., on outputs, student learning, research development)? How will the impact and progress be communicated back to your AI task force and other key stakeholders?

PART TWO

Division-Specific Artificial Intelligence (AI) Applications



CURRICULUM & INSTRUCTION

LEA Direct Support Application

Initiate a review of how AI will likely change the **development of curriculum, instructional materials, and formative assessments.**

SEA Internal Operations Application

LEA Direct Support Application

Support the **evaluation of state-approved instructional materials** by assessing their alignment with the state's quality and content indicators for both Tier I instruction and tutoring through research, analysis, and state vetting processes. Additionally, consider developing systems for LEAs to evaluate locally created materials for alignment with the state's quality and content indicators.

Create **guardrails for instructional materials that are generatively created** using state-approved curriculum resources to ensure they are used for appropriate instructional purposes, maintain coherence in student-facing materials, and continue to adhere to student privacy policies and rules, where applicable.

LEA Direct Support Application

Provide **train-the-trainer programs, materials, and micro-credentialing opportunities on AI literacy and digital literacy** to equip LEAs and regional service centers to actively educate staff, students, and families. Training should also include information about safety, bias, fake content, disinformation, and malicious use.

EDUCATOR SUPPORT

SEA Internal Operations Application

LEA Direct Support Application

Build a model for both internal and external use related to **licensure reciprocity and requirements**, simplifying complex regulatory information for educators and administrators and ensuring compliance across states. This can be deployed as a chatbot for educators seeking answers to specific licensure questions OR for SEA staff looking for clarification.

Develop a **roadmap for incorporating AI literacy and digital literacy competencies into the educator career continuum** - including teachers and school leaders - and grow-your-own efforts within a state. The roadmap continuum should include teacher preparation programs, moving into licensure, ongoing professional learning requirements, and renewal. Competencies should include understanding the capabilities and limitations of AI in education, applying AI tools in teaching and learning, and addressing ethical considerations, malicious use cases, and data privacy issues. SEAs may want to also explore partnerships that can explore innovations that support embedding ongoing AI literacy and usage into **mentoring, induction, teacher leadership models, and ongoing professional learning**.

Explore and evaluate **tools designed to help teachers continuously improve their learning and practice**. This may include tools that support teachers as they learn key content knowledge for themselves before instruction and/or tools that analyze teacher practice for feedback.

ASSESSMENT

Harness AI to **modernize state assessment processes**, ensuring they remain rigorous, efficient, and responsive to stakeholder needs. Leverage AI for item generation, scoring, reporting, and data visualization to provide timely, actionable insights that inform instruction and decision-making.

Explore **innovative, AI-powered assessment systems** that measure a broader range of skills and accommodate diverse learning styles. Pilot performance assessments with open-ended tasks, explore AI-assisted oral assessments, and leverage AI for personalized feedback and scaffolding. Rigorously validate new models to ensure they meet psychometric standards and meaningfully support student growth.

ACCOUNTABILITY

LEA Direct Support Application

Help stakeholders better understand the information from the state test results, including contextual data and links with other data sets.

Leverage generative conversational capabilities to **allow stakeholders to ask questions about accountability data sets**, explore current and trend accountability results, and utilize custom comparison features. Additionally, enables stakeholders to use accountability data to locate nearby services, such as early childhood programs, specific career and technical education courses, and more.

SCHOOL IMPROVEMENT

LEA Direct Support Application

Use AI to **analyze historical improvement plans and their related progress** over time and **provide tailored and customized reports** for districts and their individual schools, as well as share approaches based on effectiveness in similar contexts and based on a school's unique characteristics.

Implement AI to continuously **analyze the effectiveness of current school improvement strategies**, providing insights that can inform ongoing adjustments.

COMMUNICATIONS

Embed AI translation and accessibility tools to improve the user experience with the SEA's website and digital platforms, providing instant translation of documents, web pages, and social media posts into multiple languages and accessible formats.

LEA Direct Support Application

Provide LEAs with **customized and tailored talking points when there are regulatory changes** that impact their communities to help streamline the most critical information for their community.

Pilot, test, and deploy **chatbots and virtual assistants** on websites and social media platforms to provide real-time responses to stakeholder inquiries. These AI tools can handle frequently asked questions, direct users to relevant resources, and collect feedback, but require robust testing to ensure accuracy.

LEGISLATIVE AFFAIRS

SEA Internal Operations Application

Streamline the policy development process by harnessing AI's capacity to sift through extensive datasets, including educational research, legal frameworks, and policy documentation. This approach ensures that new policies are not only grounded in comprehensive analysis but are also reflective of the latest findings and trends in education research.

SEA Internal Operations Application

Utilize AI to **synthesize complex policy information** into engaging content. This strategy aids in simplifying key aspects around policy proposals and simplifying the presentation of intricate data for legislators, stakeholders, and the general public.

SEA Internal Operations Application

Implement sentiment analysis on stakeholder feedback to gauge public opinion on education issues across social media platforms, forums, and other digital channels.



FISCAL MANAGEMENT

SEA Internal Operations Application

Leverage AI to quickly **explore the implications of funding formulas** on the budget each year, including how the results of early-warning systems could potentially drive additional funds based on student needs.

SEA Internal Operations Application

LEA Direct Support Application

Use AI to **streamline the grant management process**, from giving feedback before an application is submitted to application evaluation to monitoring the use of funds. AI can help in assessing grant applications based on predefined criteria and flag potential the current spend down.

SEA Internal Operations Application

Integrate AI-based **anomaly detection systems** into financial workflows to alert fiscal managers to unusual activities, enabling prompt investigation and resolution.

SEA Internal Operations Application

Accelerate backend processes such as budget tracking and invoicing.

LEGAL

Consider having vendors, including zero-cost contractors and research partners, **sign a series of assurances around data privacy** with legal and financial ramifications.

LEA Direct Support Application

Conduct **workshops and training sessions for LEA legal teams and administrators** focused on AI legal issues, including data privacy laws (FERPA, COPPA, and state privacy laws), copyright law implications of AI-generated materials, and contracts with AI service providers.

LEA Direct Support Application

Provide **checklists and guidelines for evaluating AI vendors**, including data security standards, compliance with educational laws, and ethical AI use. Offer template language to LEAs for contracts that address common concerns, including intellectual property.

RESEARCH

Develop a **tiered research and data collection strategy**, in alignment with the state-level task force, with short-term, medium-term, and long-term objectives to continuously assess and support AI initiatives.

Collaborate with external research partners, such as universities, to leverage their expertise and ensure that AI research is rigorous.

Foster collaboration between the data and research team and other departments within the agency to run analyses on AI-driven findings to help drive broader policy and program development moving forward, and to monitor for bias.

LEA Direct Support Application

Use AI to help **draw the connections across inter-agency datasets** to support LEAs in answering questions. For example:

- Analyze multi-year attendance data to pinpoint chronic absenteeism trends and enable early intervention, significantly ahead of previous strategies.
- Use inter-agency datasets to identify street-by-street data on chronic absenteeism to help LEAs tailor back-to-school reminders and provide support in multiple languages.

Conduct performance validation tests before rolling out any predictive analytic applications in the SEA. Test the AI system's performance using historical data to see how well it would have predicted historical cases. Evaluate the system's sensitivity and specificity on historical data. This helps in understanding how well the AI can correctly identify potential warnings without flagging too many false positives.

GLOSSARY OF KEY TERMS

AI Literacy: The comprehensive knowledge and skills that enable individuals to critically understand, use, and evaluate AI systems and tools. AI literacy is essential for safely making informed decisions about the implementation and impact of AI in learning environments. It involves recognizing the capabilities and limitations of AI, understanding ethical considerations, and being able to assess the implications of AI technologies on society.

Artificial Intelligence (AI): The simulation of human intelligence in machines that are programmed to think and learn.

Automated Decision Systems: AI systems that can make decisions without human intervention.

Data Privacy: The protection of personal and sensitive information from unauthorized access, use, or disclosure.

Digital Literacy: The ability to proficiently navigate, evaluate, and create information using a variety of digital technologies. Digital literacy includes understanding digital tools and platforms, using technology in a responsible and ethical manner, and applying digital skills to enhance learning, communication, and problem-solving. It also involves critical thinking, the ability to assess the credibility of digital information, and an awareness of digital privacy and security issues.

Generative AI: A type of AI that can create new content, such as text, images, or music, based on learned patterns from existing data.

Human Oversight: The continuous involvement of humans in the monitoring, decision-making, and intervention processes when using AI systems. This ensures that AI operates within ethical boundaries and adheres to the intended purpose.

Inter-agency Collaboration: The cooperative efforts between different governmental agencies to leverage resources, expertise, and data for AI implementation.

Predictive Analytics: The use of AI algorithms to analyze historical data and make predictions about future outcomes.

Transparency in AI: The principle of making AI systems and their decision-making processes clear and understandable to all stakeholders. Transparency is essential for building trust and ensuring accountability in AI applications.

ABOUT ILO GROUP

Invested in Leaders. Invested in Change.

Our Story

We're a proudly women-owned education strategy and policy firm. ILO Group was built on a simple, shared mission: to roll up our sleeves and do whatever it takes to support K-12 system leaders' big bets – from continuing to respond to student needs exacerbated by the pandemic to supercharging education through the implementation of generative artificial intelligence.

Our name, ILO Group, stands for In the Life Of.

We work side-by-side with the country's leading educators, experts, and government partners to help solve the toughest challenges facing school systems and leaders today—because we've been in their shoes. Through our work, we have supported leaders serving 1 in 3 students in America.

How We Can Help

We offer a range of services that can be combined and tailored for a truly custom approach to meet your system or organization's needs, including:

Comprehensive Project Management & Implementation Support

Policy Development & Implementation

Strategic Planning & Initiative Development

Leadership Development,
including 1:1 Executive Coaching & Cohort Facilitation

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ILO Group

K-12

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Version 1.1

GENERATIVE AI READINESS CHECKLIST



LEAD PARTNERS



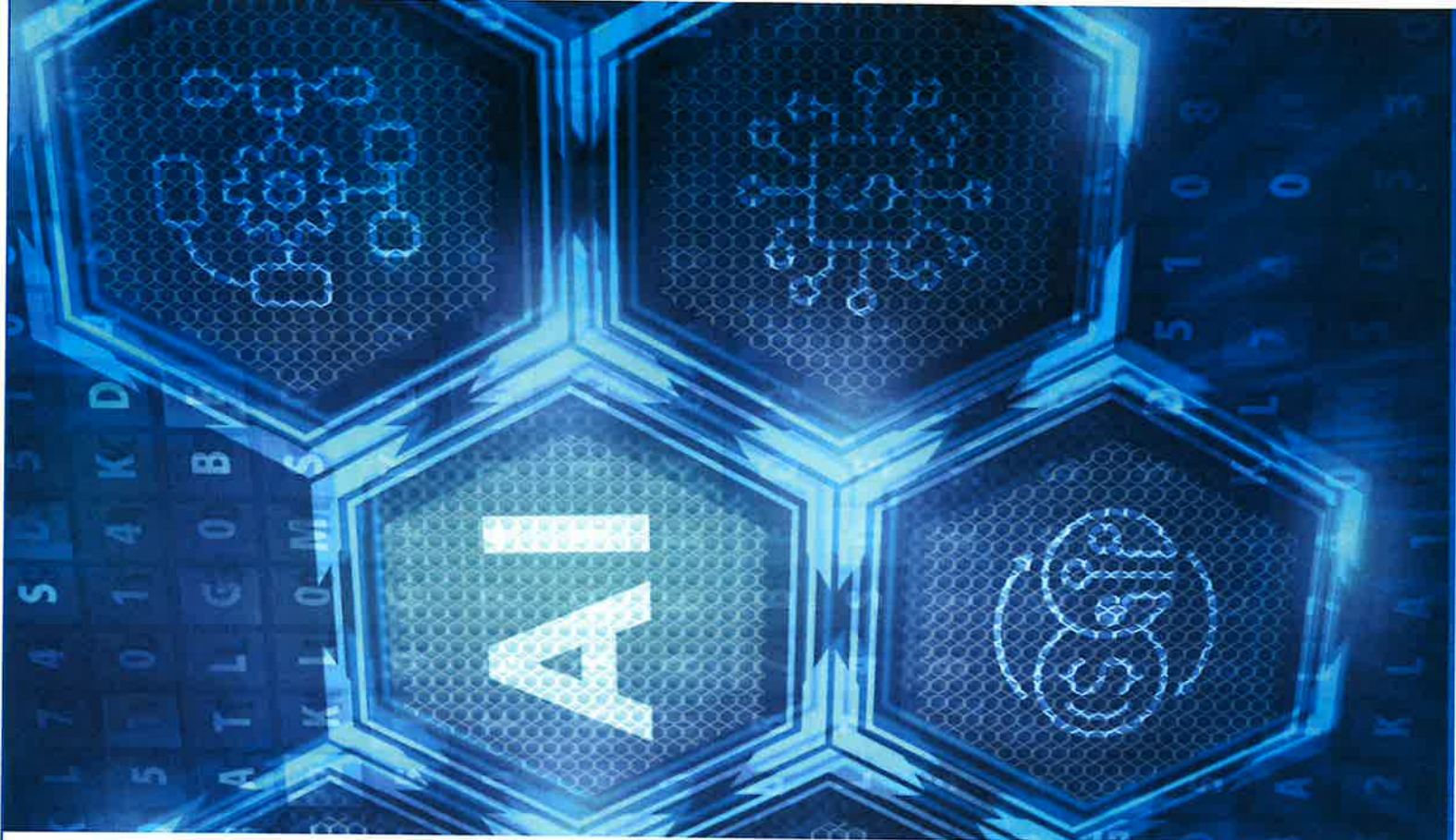


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K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist Questionnaire Introduction

The Council of the Great City Schools (CGCS) and CoSN (Consortium for School Networking) worked in partnership with Amazon Web Services (AWS) to develop a K-12 Generative AI (Gen AI) Readiness Checklist Questionnaire. This questionnaire is designed to guide K-12 school districts in understanding key factors to consider before implementing Gen AI technologies. While not an exhaustive readiness assessment, the checklist serves as a preliminary tool for district leaders—including superintendents, district leaders and technology experts—to evaluate the safety, privacy, security, and ethical implications of using Gen AI. The goal is to help districts prepare adequately, ensuring data privacy and security, and avoiding bias or algorithmic discrimination, while gaining a foundational understanding of the related tactical considerations.



The K-12 Gen AI Readiness Checklist Questionnaire is the first tool that CGCS, CoSN, and AWS are planning to introduce to school districts to help them prepare their organizations for adoption of this transformative technology. Our next phase will build upon the foundational considerations outlined in this checklist. We plan to introduce a more comprehensive tool that will allow districts to self-evaluate their readiness for implementing Gen AI technologies. This rubric will help districts identify their maturity level in terms of Gen AI readiness and pinpoint specific areas that require further attention to ensure safe and secure adoption of this transformative technology.

We hope that school districts will find the K-12 Generative AI (Gen AI) Readiness Checklist Questionnaire both useful and informative. This tool is intended to serve as a starting point for intelligently and thoughtfully implementing AI technologies that align with instructional and operational objectives. We encourage district leaders to adapt this resource to their unique needs. Once the [Creative Commons License](#) is finalized, districts will have the flexibility to modify and share the tool, further contributing to its value as a community resource.

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1. Executive Leadership Readiness (24 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
<p>1. Strategy</p>	<p>1. Does the use of Generative Artificial Intelligence (Gen AI) align to achieving your district's mission, vision, goals, and values?</p> <p>2. Are you adequately equipped to leverage Gen AI potential benefits and understand the challenges?</p> <p>3. Do you have a designated point person or team responsible for overseeing the adoption, procurement, and management of Gen AI within your district?</p> <p>4. Do you have a cross-functional team (i.e., Technical, Operational, Academic, Financial, Legal, Administration, Communications, Students & Parent Representatives) that provides oversight and guidance on the procurement, adoption, implementation, management of and communication about Gen AI in your district? Is your Team:</p> <ul style="list-style-type: none"> ○ Exploring the possibilities and pitfalls of AI with an eye toward the future. ○ Responsible for researching and aligning with organizations, including the White House & U.S. Dept. of Education, that are developing best practices for the use of Gen AI in K12 districts? <p>5. Do you have an adoption strategy that addresses how to manage and govern the allowable uses of Gen AI such as:</p> <ul style="list-style-type: none"> ○ Instructional ○ Academic achievement ○ Business 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<ul style="list-style-type: none"> ○ Operational ○ Data reporting and analytics <p>6. Do you have metrics to evaluate the use and or impact of the use of Gen AI in your district? Do you have a process for considering the financial impact and ongoing financial support of Gen AI in your district?</p>		
<p>2. Legislation and Administrative Rules</p> <p>72</p>	<p>1. Do your state laws or school district's rules prohibit the use of Gen AI in school districts?</p> <p>2. Do your state laws or school district's rules specifically allow for the use of Gen AI for instructional use within the districts?</p> <p>3. Do your state laws or school district's rules specifically allow for the use of Gen AI for business and administrative use within the districts?</p> <p>4. Do you have a process to educate and keep your School Board informed about the use of Gen AI across K12 education, and the efficacy of using Gen AI in your school district?</p>		
<p>3. Use Policy</p>	<p>1. Have you created and published formal policies, processes, and procedures on the responsible use of Gen AI (Use Policy) in your district that align with the White House Blueprint for an AI Bills of Rights and US Department of Education AI & the Future of Learning report and/or your state department of education's policies around the use of Gen AI?</p> <ul style="list-style-type: none"> a. Have you added the use of Gen AI to your Use Policy (AUP/RUP)? b. Do you track compliance of your processes, and procedures and have published consequences for noncompliance? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
73	<p>c. Have you updated your Code of Conduct policy to include consequences for violating the <i>Gen AI use policies, processes, and procedures</i>?</p> <p>2. Have you revised your third-party vendor contracts to include clauses on the responsible use of generative AI, along with specified consequences for contractors who violate these guidelines?</p> <p>3. Does the Use Policy consider how vendor Large Language Models (LLM) are trained and what data are they using to train their models?</p> <p>4. Do you have a designated individual or team coordinating professional development for the responsible use of Gen AI in your district?</p> <p>5. Do you maintain a schedule for continuous and updated role-specific training (i.e., educators, administrators, communications staff, students, etc.)? Do you track completion of this training?</p> <p>6. Do you have an onboarding program to train new hires in the Acceptable/Responsible Use of Gen AI policies, processes, and procedures?</p> <p>7. Does your Use Policy include a requirement that the use of Gen AI be cited in the creation of content by educators, administrators, communications staff, support staff & students?</p>		
4. Equity	<p>1. Does your Acceptable/Responsible Use Policy training address concerns on how Gen AI can propagate existing biases, which are found in the data powered by vast amounts of data stored in AI foundational models?</p> <p>2. Do you require 3rd party vendors from whom you purchase tools that use Gen AI have algorithmic discrimination protections built in to protect from bias?</p> <p>3. Do you have processes to override Gen AI models if necessary?</p>		

Challenge/Opportunity	Assessment Criteria	Yes	No
	4. Do you have policies and practices in place to ensure equitable access to district approved Gen AI tools for all students and staff?		

2. Operational Readiness (9 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
<p>1. Procurement</p> <p>74</p>	<p>1. Do you have procurement standards for the purchase of Gen AI tools that align with the White House Blueprint for an AI Bill of Rights, specifically as it relates to Notice and Explainability of how models are created and the data sources used to train the models, with further consideration for applicable federal and state privacy laws?</p> <p>2. Do you have controls in place to ensure individuals procuring Gen AI tools are versed in your Gen AI procurement standards and are going through a review and approval process with the Gen AI procurement evaluation and technical teams?</p> <p>3. Do you have a process in place to evaluate whether purchases, upgrades and renewals of assets include Gen AI capabilities?</p> <p>4. Do your procurement standards require vendors to proactively notify your district when Gen AI capabilities are added to current assets?</p> <p>5. Do you ensure contracted AI services are not combining external data (such as data from other school districts or other third-party sources) with your district data without formal written agreement from district?</p>		

Challenge/Opportunity	Assessment Criteria	Yes	No
2. Staffing	<ol style="list-style-type: none"> 1. Do you have staff with the right skillset to evaluate, procure and operate Gen AI? 2. Do you have a process in place, both administratively and through collective bargaining agreements, to modify job descriptions and requirements, or create new roles to support Gen AI? 3. Do you have the availability of funds to support skill development and the creation of roles needed to formally adopt Gen AI? 4. Do you have staff that have the ability to prepare data to share with Gen AI tools? 		

3. Data Readiness (25 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
1. Data Governance	<ol style="list-style-type: none"> 1. Do you have an assigned Data Steward for your school district? 2. Do you have identified Data Owners for enterprise data sets? 3. Is there a cross-functional team of data owners that sets enforceable data governance policies for the district? <ol style="list-style-type: none"> a. Do you track compliance with these data governance policies? b. Have you updated your Code of Conduct policy to include consequences for violating these <i>data governance policies</i>? 4. Do your contracts with 3rd party vendors include consequences for violating applicable provisions of the district's data governance policies? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<ol style="list-style-type: none"> 5. Have you documented where all your data sets are stored, including whether on premise or in the cloud? 6. Do you have a data classification model in place? 7. Are your organization's data attributes (data dictionary, categorization) documented? 8. Do you have a plan that manages assets over their entire life, including the retention and destruction of district data and that pertains to contractors/solutions providers? Is this plan regularly audited? 		
2. Data Quality 76	<ol style="list-style-type: none"> 1. Do you regularly audit the quality of your district's data (i.e. – de-duplication, inaccuracy, missing values, etc.)? 2. Do you have data versioning control? 3. Do you identify source systems for your data sets? 4. Is your data in a machine-readable format that is accessible for use with Gen AI? 5. Do your data sets include sufficient information to produce meaningful results when used with Gen AI? 		
3. Data Privacy	<ol style="list-style-type: none"> 1. Have you updated your district's data privacy vetting process to include assessing vendor technology privacy practices as relates to the collection, use, and disclosure of personal information for Gen AI that aligns with requirements under applicable federal and state privacy laws? 2. Does your district's data privacy vetting process include ensuring that Gen AI is only used by individuals who meet the vendor's stated age requirements? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
<p>77</p>	<ol style="list-style-type: none"> 3. Have you updated the district's Data Security policies, processes, and procedures to include the use of Gen AI that aligns with industry security frameworks such as NIST CSF, NIST SP 800-53, and ISO 27005 or 27001? 4. Have you updated your 3rd party vendor contracts if and as necessary to include data privacy requirements applicable to the use of Gen AI? 5. Does your contract include rights for you to audit third parties for compliance with applicable privacy requirements? 6. Have you updated your Code of Conduct policy to include consequences for violating data privacy policies, processes, and procedures? 7. Do you maintain a schedule for continuous and updated role-based training on data privacy? Do you track completion of this training? 8. Do you have an onboarding program to train new hires in the district's data privacy policies, processes, and procedures? 9. Do you have protections in place to identify and prevent district information from being used to train non-compliant Gen AI models? 		

4. Technical Readiness (16 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
<p>1. Identity and Access Management</p>	<ol style="list-style-type: none"> 1. Have you created and published formal policies, processes, and procedures for role-based Data Access controls when using Gen AI so users only have access to the data they are permitted to see? 2. Have you updated your 3rd party vendor contracts to include role-based Data Access controls when using Gen AI, including consequences for violating the policy? 3. Do you track compliance with your Data Access control policies, processes, and procedures? 4. Do you have role-based training about Data Access controls when using Gen AI? Do you track completion of this training? 5. Do you have an onboarding program to train new hires about Data Access controls when using Gen AI? 6. Are your Gen AI tools able to integrate with your district's Multi-Factor Authentication or enterprise Single Sign-On (SSO) solutions? 		
<p>2. Tracking & Monitoring</p>	<ol style="list-style-type: none"> 1. Do you have a process in place to keep track of systems that use Gen AI? 2. Do you have controls in place for system owners to track and monitor the usage of compliant Gen AI tools? 3. Do you have processes in place to identify and block the use of non-compliant Gen AI tools? 		
<p>3. Technical Controls</p>	<ol style="list-style-type: none"> 1. Are you identifying and evaluating other ancillary architecture that may be needed to adopt Gen AI in your district? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<ol style="list-style-type: none"> 2. Do you have a review process in place to ensure proper technical controls have been implemented to comply with all Gen AI policies, processes, and procedures? 3. Does your district properly retire hardware and software once it is no longer being updated with the proper security controls and is no longer in compliance? 		
4. Hallucinations of inappropriate content	<ol style="list-style-type: none"> 1. Does your organization have a system in place to report/and alert a diverse team to review toxic and inappropriate content generated by both compliant and non-compliant Gen AI tools in your district? 2. Do you require 3rd party vendors for whom you purchase tools that use Gen AI to have moderation guardrails in place to filter toxic and inappropriate content and detect hallucinations? 3. Do your compliant Gen AI tools, whether developed by the district or a 3rd party vendor, ensure human review of the generated content before use? 		

5. Security Readiness (7 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
1. Security Safeguards	<ol style="list-style-type: none"> 1. Do you have a designated individual responsible for cybersecurity within your organization? 2. Do you have a security framework in place? 3. Does your security framework include protections for the use of Gen AI? 4. Does your security framework include safeguards for malicious actors? 		
2. Cybersecurity Training 80	<ol style="list-style-type: none"> 1. Do you have role-based cybersecurity training that has been updated to include the use of Gen AI for educators, administrators, support staff, students, and parents? Do you track completion of this training? 2. Do you have an onboarding program to train new hires on cybersecurity that has been updated to include the use of Gen AI? 3. Do you have a designated individual responsible for creating and delivering cybersecurity training within your organization? 		

6. Legal/Risk Management (12 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
1. Legal Remediation	<ol style="list-style-type: none"> 1. Have the terms and conditions of current contracts within the district been updated to specify the allowable or prohibited use of generative AI? 2. Has the legal team formally documented the consequences for violations of employee policies, and have these been communicated to all employees?'' 3. "Does the legal team have remediation plans in place for instances of violation of the district's policies, procedures, or processes specifically concerning the use of generative AI?" 4. Do you have a copyright protection policy for district, staff or student created content using district owned Gen AI tools? 5. Is the district's copyright protection policy ensuring adequate training of 'fair use' for students, staff and contracted resources. 		
2. Risk Management	<ol style="list-style-type: none"> 1. Has your district updated relevant audits to include the use of Gen AI? 2. Do your contracts include a data retention and ownership agreement with 3rd party vendors and data sharing partners? Do your vendor contracts provide you with rights to audit for compliance? 3. Is district leadership aware of what your insurance plan will cover for the intended and unintended consequences of using Gen AI in your district? 		
3. Loss Notification	<ol style="list-style-type: none"> 1. Have you developed and disseminated formal policies, processes, and procedures specifically for notifying affected parties in the event of a loss of identifiable data? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<p>2. Do you actively monitor adherence to your formal policies, processes, and procedures regarding data loss notifications, especially in instances where the data loss is attributed to the use of generative AI?</p> <p>3. Do you maintain a schedule for continuous and updated role-specific training about data loss notification due to the use of Gen AI? Do you track completion of this training?</p> <p>4. Do you have an onboarding program to train new hires in data loss notifications due to the use of Gen AI?</p>		

Appendix 1 - Glossary

Glossary of Terms

Term	Definition
1. AI Testing Framework for K-12	Standardization of protocols and procedures established to calibrate the functionality, efficiency, and effectiveness of AI tools in an educational setting. IT must ensure that AI applications are reliable, produce expected outcomes, and align with educational standards. Guarding against hyper or advantaged usage based advanced knowledge or grade level
2. 3rd party vendors	Organizations that provide products or services to your organization under contract.
3. Algorithmic Discrimination	Algorithmic discrimination occurs when automated systems contribute to unjustified different treatment or impacts disfavoring people based on their race, color, ethnicity, sex (including pregnancy, childbirth, and related medical conditions, gender identity, intersex status, and sexual orientation), religion, age, national origin, disability, veteran status, genetic information, or any other classification protected by law.
4. Assets (Operational Readiness - Procurement section)	Hardware and Software purchases
5. Compliant Gen AI tools vs Non-compliant Gen AI tools	Compliance within an individual organization's established policies.
6. Copyright Protection Policy	Under the Copyright Act, a copyright owner has the exclusive right to reproduce, adapt, distribute, publicly perform, and publicly display the work (or to authorize others to do so). In the case of sound recordings, the copyright owner has the right to perform the work publicly by means of a digital audio transmission. Note:

	Content created by artificial intelligence without any human input cannot be copyrighted under current U.S. law.
7. Data Classification Model	Data classification tags data according to its type, sensitivity, and value to the organization. It helps an organization understand the value of its data, determine whether the data is at risk, and implement controls to mitigate risks.
8. Data Sharing Partners	External partners outside of 3rd party vendors that you contractually work with, such as community partners, non-profits, etc.
9. Data Steward	An oversight role within an organization responsible for ensuring the quality and fitness for purpose of the organization's data assets.
10. Foundational Model	A large machine learning model pre-trained on a vast quantity of data at scale resulting in a model that can be adapted to a wide range of downstream tasks.
11. Generative AI ∞ ♀	A subset of artificial intelligence that leverages machine learning techniques to generate new content and ideas (conversations, stories, images, videos, music) that resemble your training data.
12. Generated Content	Content generated by Gen AI machine learning systems that are capable of generating text, images, and other types of content.
13. Generative Liability & Insurance Requirements	<p>Student Accountability: Students who engage in nefarious activities can face disciplinary actions, including suspension, in severe cases, legal consequences.</p> <p>School Liability: If a school fails to monitor, prevent, or address malicious AI usage, it may face reputational harm, legal actions from affected parties, or potential financial consequences.</p> <p>Parental Responsibility: Depending on jurisdiction and the age of the student, parents or guardians may bear some legal or financial responsibility for their child's malicious actions.</p>

	<p>AI Vendor Responsibility: If an AI tool facilitates illegal or harmful actions due to its design or vulnerabilities, the vendor could be held partially responsible, especially if they failed to provide proper safeguards or warnings.</p> <p>Insurance requirements, and parental/caregiving waiver should be STRONGLY considered.</p>
14. Hallucinations of inappropriate content	Instances when an AI generates unexpected, untrue results not backed by real-world data, including false content, news, or information about people, events, or facts.
15. Machine-Readable Format	A digital representation of data or information in a file that can be imported or read into a computer system for further processing. Content that can be readily processed by computers.
16. Source Systems (Data Readiness - Data Quality section)	Authoritative data source for data elements
17. Toxic and inappropriate content	Any content potentially pertaining to sex, nudity, violence, gore, profanity, alcohol, drugs, and/or more.

Appendix 2 - Policies

Policies		References
Policy	Definition	References
Acceptable/Responsible Use Policy	An Acceptable/Responsible Use Policy is a written contract listing terms and conditions explaining the acceptable uses of the internet and digital tools within the district, schools, and classrooms.	Executive Leadership, Sections 2 & 4
Data Governance Policy	Data Governance Policy is a formal set of guidelines and procedures established by a school district to ensure the consistent, secure, and lawful management and protection of data. This policy provides explicit directions on the storage, use, and sharing of data maintained by the district. It is designed to be in compliance with applicable state and federal laws, and includes specific provisions covering data security measures, access controls, quality control mechanisms, as well as procedures for secure data exchange and reporting.	Data Readiness, Section 1
Code of Conduct Policy	A Code of Conduct Policy is a set of principles, expectations and/or rules given to staff, students, and parents, which outlines the standards of conduct expected and the consequences for violating those standards.	Executive Leadership, Section 2; Data Readiness, Sections 1 & 3; Legal/Risk Management, Section 3
Data Privacy Policy	A Data Privacy Policy addresses the district's collection, use, and sharing of student and staff personal data in a manner that is consistent with applicable federal and state laws. It should be made available to all individuals whose personal data is covered by the policy.	Data Readiness, Section 3

Data Loss Notification Policy	A Data Loss Notification Policy is a set of guidelines that outlines the procedures for notifying affected parties in the event of a data breach. The policy should cover the notification process, including who should be notified, and what information should be included in the notification. The policy should also specify the roles and responsibilities of those involved in the notification process.	Legal/Risk Management, Section 3
AI RMF	AI Risk Management Framework would be specifically tailored to address the potential risks associated with the integration and use of artificial intelligence tools and technologies in primary and secondary education settings.	Risk Management
Ethical Considerations 87	AI respects students' rights and doesn't inadvertently harm or disadvantage any group of students.	
Fundamental Data Governance Policies	Check out CoSN's Trusted Learning Environment seal recommended Fundamental Data Governance Policies	Data Readiness

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We would like to extend our thanks to everyone who contributed to the development of this Readiness Checklist, including:

Willie Burroughs: Director of Management Services, Council of the Great City Schools
Tom Ryan: Co-Founder, K12 STAG; former Chief Information Officer of Albuquerque & Santa Fe Public Schools; representative of CGCS
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Tami Lundberg: Chief Technology Officer, Fresno Unified School District
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	<ul style="list-style-type: none"> ○ Operational ○ Data reporting and analytics <p>6. Do you have metrics to evaluate the use and or impact of the use of Gen AI in your district? Do you have a process for considering the financial impact and ongoing financial support of Gen AI in your district?</p>		
<p>2. Legislation and Administrative Rules</p>	<p>1. Do your state laws or school district's rules prohibit the use of Gen AI in school districts?</p> <p>2. Do your state laws or school district's rules specifically allow for the use of Gen AI for instructional use within the districts?</p> <p>3. Do your state laws or school district's rules specifically allow for the use of Gen AI for business and administrative use within the districts?</p> <p>4. Do you have a process to educate and keep your School Board informed about the use of Gen AI across K12 education, and the efficacy of using Gen AI in your school district?</p>		
<p>3. Use Policy</p>	<p>1. Have you created and published formal policies, processes, and procedures on the responsible use of Gen AI (Use Policy) in your district that align with the <u>White House Blueprint for an AI Bills of Rights</u> and <u>US Department of Education AI & the Future of Learning report</u> and/or your state department of education's policies around the use of Gen AI?</p> <ul style="list-style-type: none"> a. Have you added the use of Gen AI to your Use Policy (AUP/RUP)? b. Do you track compliance of your processes, and procedures and have published consequences for noncompliance? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<p>c. Have you updated your Code of Conduct policy to include consequences for violating the <i>Gen AI use policies, processes, and procedures</i>?</p> <p>2. Have you revised your third-party vendor contracts to include clauses on the responsible use of generative AI, along with specified consequences for contractors who violate these guidelines?</p> <p>3. Does the Use Policy consider how vendor Large Language Models (LLM) are trained and what data are they using to train their models?</p> <p>4. Do you have a designated individual or team coordinating professional development for the responsible use of Gen AI in your district?</p> <p>5. Do you maintain a schedule for continuous and updated role-specific training (i.e., educators, administrators, communications staff, students, etc.)? Do you track completion of this training?</p> <p>6. Do you have an onboarding program to train new hires in the Acceptable/Responsible Use of Gen AI policies, processes, and procedures?</p> <p>7. Does your Use Policy include a requirement that the use of Gen AI be cited in the creation of content by educators, administrators, communications staff, support staff & students?</p>		
4. Equity	<p>1. Does your Acceptable/Responsible Use Policy training address concerns on how Gen AI can propagate existing biases, which are found in the data powered by vast amounts of data stored in AI foundational models?</p> <p>2. Do you require 3rd party vendors from whom you purchase tools that use Gen AI have algorithmic discrimination protections built in to protect from bias?</p> <p>3. Do you have processes to override Gen AI models if necessary?</p>		

Challenge/Opportunity	Assessment Criteria	Yes	No
	4. Do you have policies and practices in place to ensure equitable access to district approved Gen AI tools for all students and staff?		

2. Operational Readiness (9 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
<p>1. Procurement</p>	<p>1. Do you have procurement standards for the purchase of Gen AI tools that align with the <u>White House Blueprint for an AI Bill of Rights</u>, specifically as it relates to <u>Notice and Explainability</u> of how models are created and the data sources used to train the models, with further consideration for applicable federal and state privacy laws?</p> <p>2. Do you have controls in place to ensure individuals procuring Gen AI tools are versed in your Gen AI procurement standards and are going through a review and approval process with the Gen AI procurement evaluation and technical teams?</p> <p>3. Do you have a process in place to evaluate whether purchases, upgrades and renewals of assets include Gen AI capabilities?</p> <p>4. Do your procurement standards require vendors to proactively notify your district when Gen AI capabilities are added to current assets?</p> <p>5. Do you ensure contracted AI services are not combining external data (such as data from other school districts or other third-party sources) with your district data without formal written agreement from district?</p>		

Challenge/Opportunity	Assessment Criteria	Yes	No
2. Staffing	<ol style="list-style-type: none"> 1. Do you have staff with the right skillset to evaluate, procure and operate Gen AI? 2. Do you have a process in place, both administratively and through collective bargaining agreements, to modify job descriptions and requirements, or create new roles to support Gen AI? 3. Do you have the availability of funds to support skill development and the creation of roles needed to formally adopt Gen AI? 4. Do you have staff that have the ability to prepare data to share with Gen AI tools? 		

3. Data Readiness (25 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
1. Data Governance	<ol style="list-style-type: none"> 1. Do you have an assigned Data Steward for your school district? 2. Do you have identified Data Owners for enterprise data sets? 3. Is there a cross-functional team of data owners that sets enforceable data governance policies for the district? <ol style="list-style-type: none"> a. Do you track compliance with these data governance policies? b. Have you updated your Code of Conduct policy to include consequences for violating these <i>data governance policies</i>? 4. Do your contracts with 3rd party vendors include consequences for violating applicable provisions of the district's data governance policies? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<ol style="list-style-type: none"> 5. Have you documented where all your data sets are stored, including whether on premise or in the cloud? 6. Do you have a data classification model in place? 7. Are your organization's data attributes (data dictionary, categorization) documented? 8. Do you have a plan that manages assets over their entire life, including the retention and destruction of district data and that pertains to contractors/solutions providers? Is this plan regularly audited? 		
<p>2. Data Quality</p>	<ol style="list-style-type: none"> 1. Do you regularly audit the quality of your district's data (i.e. – de-duplication, inaccuracy, missing values, etc.)? 2. Do you have data versioning control? 3. Do you identify source systems for your data sets? 4. Is your data in a machine-readable format that is accessible for use with Gen AI? 5. Do your data sets include sufficient information to produce meaningful results when used with Gen AI? 		
<p>3. Data Privacy</p>	<ol style="list-style-type: none"> 1. Have you updated your district's data privacy vetting process to include assessing vendor technology privacy practices as relates to the collection, use, and disclosure of personal information for Gen AI that aligns with requirements under applicable federal and state privacy laws? 2. Does your district's data privacy vetting process include ensuring that Gen AI is only used by individuals who meet the vendor's stated age requirements? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<ol style="list-style-type: none"> 3. Have you updated the district's Data Security policies, processes, and procedures to include the use of Gen AI that aligns with industry security frameworks such as NIST CSF, NIST SP 800-53, and ISO 27005 or 27001? 4. Have you updated your 3rd party vendor contracts if and as necessary to include data privacy requirements applicable to the use of Gen AI? 5. Does your contract include rights for you to audit third parties for compliance with applicable privacy requirements? 6. Have you updated your Code of Conduct policy to include consequences for violating data privacy policies, processes, and procedures? 7. Do you maintain a schedule for continuous and updated role-based training on data privacy? Do you track completion of this training? 8. Do you have an onboarding program to train new hires in the district's data privacy policies, processes, and procedures? 9. Do you have protections in place to identify and prevent district information from being used to train non-compliant Gen AI models? 		

4. Technical Readiness (16 Questions)

Challenge/Opportunity	Assessment Criteria	Yes	No
<p>1. Identity and Access Management</p>	<ol style="list-style-type: none"> 1. Have you created and published formal policies, processes, and procedures for role-based Data Access controls when using Gen AI so users only have access to the data they are permitted to see? 2. Have you updated your 3rd party vendor contracts to include role-based Data Access controls when using Gen AI, including consequences for violating the policy? 3. Do you track compliance with your Data Access control policies, processes, and procedures? 4. Do you have role-based training about Data Access controls when using Gen AI? Do you track completion of this training? 5. Do you have an onboarding program to train new hires about Data Access controls when using Gen AI? 6. Are your Gen AI tools able to integrate with your district's Multi-Factor Authentication or enterprise Single Sign-On (SSO) solutions? 		
<p>2. Tracking & Monitoring</p>	<ol style="list-style-type: none"> 1. Do you have a process in place to keep track of systems that use Gen AI? 2. Do you have controls in place for system owners to track and monitor the usage of compliant Gen AI tools? 3. Do you have processes in place to identify and block the use of non-compliant Gen AI tools? 		
<p>3. Technical Controls</p>	<ol style="list-style-type: none"> 1. Are you identifying and evaluating other ancillary architecture that may be needed to adopt Gen AI in your district? 		

Challenge/Opportunity	Assessment Criteria	Yes	No
	2. Do you have a review process in place to ensure proper technical controls have been implemented to comply with all Gen AI policies, processes, and procedures? 3. Does your district properly retire hardware and software once it is no longer being updated with the proper security controls and is no longer in compliance?		
4. Hallucinations of inappropriate content	1. Does your organization have a system in place to report/and alert a diverse team to review toxic and inappropriate content generated by both compliant and non-compliant Gen AI tools in your district? 2. Do you require 3 rd party vendors for whom you purchase tools that use Gen AI to have moderation guardrails in place to filter toxic and inappropriate content and detect hallucinations? 3. Do your compliant Gen AI tools, whether developed by the district or a 3 rd party vendor, ensure human review of the generated content before use?		

5. Security Readiness (7 Questions)

Challenge/Opportunity		Assessment Criteria	Yes	No
1. Security Safeguards		1. Do you have a designated individual responsible for cybersecurity within your organization?		
		2. Do you have a security framework in place?		
		3. Does your security framework include protections for the use of Gen AI?		
		4. Does your security framework include safeguards for malicious actors?		
2. Cybersecurity Training		1. Do you have role-based cybersecurity training that has been updated to include the use of Gen AI for educators, administrators, support staff, students, and parents? Do you track completion of this training?		
		2. Do you have an onboarding program to train new hires on cybersecurity that has been updated to include the use of Gen AI?		
		3. Do you have a designated individual responsible for creating and delivering cybersecurity training within your organization?		

6. Legal/Risk Management (12 Questions)

Challenge/Opportunity		Assessment Criteria	Yes	No
1. Legal Remediation		1. Have the terms and conditions of current contracts within the district been updated to specify the allowable or prohibited use of generative AI?		
		2. Has the legal team formally documented the consequences for violations of employee policies, and have these been communicated to all employees?"		
		3. "Does the legal team have remediation plans in place for instances of violation of the district's policies, procedures, or processes specifically concerning the use of generative AI?"		
		4. Do you have a copyright protection policy for district, staff or student created content using district owned Gen AI tools?		
		5. Is the district's copyright protection policy ensuring adequate training of 'fair use' for students, staff and contracted resources.		
2. Risk Management		1. Has your district updated relevant audits to include the use of Gen AI?		
		2. Do your contracts include a data retention and ownership agreement with 3rd party vendors and data sharing partners? Do your vendor contracts provide you with rights to audit for compliance?		
		3. Is district leadership aware of what your insurance plan will cover for the intended and unintended consequences of using Gen AI in your district?		
3. Loss Notification		1. Have you developed and disseminated formal policies, processes, and procedures specifically for notifying affected parties in the event of a loss of identifiable data?		

Challenge/Opportunity	Assessment Criteria	Yes	No
	<p>2. Do you actively monitor adherence to your formal policies, processes, and procedures regarding data loss notifications, especially in instances where the data loss is attributed to the use of generative AI?</p> <p>3. Do you maintain a schedule for continuous and updated role-specific training about data loss notification due to the use of Gen AI? Do you track completion of this training?</p> <p>4. Do you have an onboarding program to train new hires in data loss notifications due to the use of Gen AI?</p>		

Appendix 1 - Glossary

Glossary of Terms

Term	Definition
1. AI Testing Framework for K-12	Standardization of protocols and procedures established to calibrate the functionality, efficiency, and effectiveness of AI tools in an educational setting. IT must ensure that AI applications are reliable, produce expected outcomes, and align with educational standards. Guarding against hyper or advantaged usage based advanced knowledge or grade level
2. 3rd party vendors	Organizations that provide products or services to your organization under contract.
3. Algorithmic Discrimination	Algorithmic discrimination occurs when automated systems contribute to unjustified different treatment or impacts disfavoring people based on their race, color, ethnicity, sex (including pregnancy, childbirth, and related medical conditions, gender identity, intersex status, and sexual orientation), religion, age, national origin, disability, veteran status, genetic information, or any other classification protected by law.
4. Assets	Hardware and Software purchases
(Operational Readiness - Procurement section)	
5. Compliant Gen AI tools vs Non-compliant Gen AI tools	Compliance within an individual organization's established policies.
6. Copyright Protection Policy	Under the Copyright Act, a copyright owner has the exclusive right to reproduce, adapt, distribute, publicly perform, and publicly display the work (or to authorize others to do so). In the case of sound recordings, the copyright owner has the right to perform the work publicly by means of a digital audio transmission. Note:

	Content created by artificial intelligence without any human input cannot be copyrighted under current U.S. law.
7. Data Classification Model	Data classification tags data according to its type, sensitivity, and value to the organization. It helps an organization understand the value of its data, determine whether the data is at risk, and implement controls to mitigate risks.
8. Data Sharing Partners	External partners outside of 3rd party vendors that you contractually work with, such as community partners, non-profits, etc.
9. Data Steward	An oversight role within an organization responsible for ensuring the quality and fitness for purpose of the organization's data assets.
10. Foundational Model	A large machine learning model pre-trained on a vast quantity of data at scale resulting in a model that can be adapted to a wide range of downstream tasks.
11. Generative AI	A subset of artificial intelligence that leverages machine learning techniques to generate new content and ideas (conversations, stories, images, videos, music) that resemble your training data.
12. Generated Content	Content generated by Gen AI machine learning systems that are capable of generating text, images, and other types of content.
13. Generative Liability & Insurance Requirements	<p>Student Accountability: Students who engage in nefarious activities can face disciplinary actions, including suspension, in severe cases, legal consequences.</p> <p>School Liability: If a school fails to monitor, prevent, or address malicious AI usage, it may face reputational harm, legal actions from affected parties, or potential financial consequences.</p> <p>Parental Responsibility: Depending on jurisdiction and the age of the student, parents or guardians may bear some legal or financial responsibility for their child's malicious actions.</p>

	<p>AI Vendor Responsibility: If an AI tool facilitates illegal or harmful actions due to its design or vulnerabilities, the vendor could be held partially responsible, especially if they failed to provide proper safeguards or warnings.</p> <p>Insurance requirements, and parental/caregiving waiver should be STRONGLY considered.</p>
14. Hallucinations of inappropriate content	Instances when an AI generates unexpected, untrue results not backed by real-world data, including false content, news, or information about people, events, or facts.
15. Machine-Readable Format	A digital representation of data or information in a file that can be imported or read into a computer system for further processing. Content that can be readily processed by computers.
16. Source Systems (Data Readiness - Data Quality section)	Authoritative data source for data elements
17. Toxic and inappropriate content	Any content potentially pertaining to sex, nudity, violence, gore, profanity, alcohol, drugs, and/or more.

Appendix 2 - Policies

Policies	
Policy	References

Acceptable/Responsible Use Policy	An Acceptable/Responsible Use Policy is a written contract listing terms and conditions explaining the acceptable uses of the internet and digital tools within the district, schools, and classrooms.	Executive Leadership, Sections 2 & 4
Data Governance Policy	Data Governance Policy is a formal set of guidelines and procedures established by a school district to ensure the consistent, secure, and lawful management and protection of data. This policy provides explicit directions on the storage, use, and sharing of data maintained by the district. It is designed to be in compliance with applicable state and federal laws, and includes specific provisions covering data security measures, access controls, quality control mechanisms, as well as procedures for secure data exchange and reporting.	Data Readiness, Section 1
Code of Conduct Policy	A Code of Conduct Policy is a set of principles, expectations and/or rules given to staff, students, and parents, which outlines the standards of conduct expected and the consequences for violating those standards.	Executive Leadership, Section 2; Data Readiness, Sections 1 & 3; Legal/Risk Management, Section 3
Data Privacy Policy	A Data Privacy Policy addresses the district's collection, use, and sharing of student and staff personal data in a manner that is consistent with applicable federal and state laws. It should be made available to all individuals whose personal data is covered by the policy.	Data Readiness, Section 3

Data Loss Notification Policy	A Data Loss Notification Policy is a set of guidelines that outlines the procedures for notifying affected parties in the event of a data breach. The policy should cover the notification process, including who should be notified, and what information should be included in the notification. The policy should also specify the roles and responsibilities of those involved in the notification process.	Legal/Risk Management, Section 3
AI RMF	<u>AI Risk Management Framework</u> would be specifically tailored to address the potential risks associated with the integration and use of artificial intelligence tools and technologies in primary and secondary education settings.	Risk Management
Ethical Considerations	AI respects students' rights and doesn't inadvertently harm or disadvantage any group of students.	
Fundamental Data Governance Policies	Check out CoSN's Trusted Learning Environment seal recommended <u>Fundamental Data Governance Policies</u>	Data Readiness

We would like to extend our thanks to everyone who contributed to the development of this Readiness Checklist, including:

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**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: March 18, 2025

Prepared By: Terrell M. Hill, PhD

Presented By: Paul Panos

Attachments: N/A

Subject: Review of Policy and Practice of How School Announcements are Checked for Accuracy and Impartiality

Background:

This agenda item has been added at the request of Minority Leader Paul Panos with the support of Vice President Ayana Taylor, and Board members Jeremy Halek and Jill Canter.

Recommendation:

For discussion

Recommended by the Superintendent: TH/PD

Agenda Item # 8.C.