Foxborough Regional Charter School

Governance Committee

Published on October 13, 2026 at 8:50 AM EDT

Date and Time

Monday October 19, 2026 at 8:00 AM EDT

Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our Privilege of the Floor Policy. Meetings start promptly on time as noted on the agenda.

Online meeting link: https://foxboroughrcs-org.zoom.us/j/85919926235?pwd=jVd4wRfPBnZFdCFxta33v7DcfT2cna.1

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:00 AM**
A.	Record Roll Call Attendance		Katie Breault	1 m

		Purpose	Presenter	Time
B.	Call the Meeting to Order		Katie Breault	1 m
C.	Privilege of the Floor		Katie Breault	1 m
II.	**Governance Committee Business**			**8:03 AM**
A.	Discussion of Next Steps w Board Candidates	Discuss	Sergio Martin	10 m
III.	**Policy Review**			**8:13 AM**
A.	Review of Policies and Procedure	Discuss	Toby Romer	10 m
B.	Review of Sample AI Policy Background Article: https://www.wbur.org/news/2026/09/22/massachusetts-schools-ai-use Sample District Resource Site: https://sites.google.com/bostonpublicschools.org/bps-ai-hub/home?pli=1&authuser=0	Discuss	Toby Romer	20 m
IV.	**Closing Items**			**8:43 AM**
A.	Approval of Minutes May 26, 2026 June 23, 2026 September 21, 2026	Vote	Katie Breault	10 m
B.	Vote to Adjourn	Vote	Katie Breault	1 m
C.	Adjourn Meeting	FYI	Katie Breault	1 m

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Review of Policies and Procedure

Section: III. Policy Review
Item: A. Review of Policies and Procedure
Purpose: Discuss
Submitted by:
Related Material:
Procedures for Interacting with Civil Law Enforcement - Draft 9-26.docx - Google Docs.pdf

Foxborough Regional Charter School
Procedures for Interacting with Civil Law Enforcement

DRAFT FALL 2026

On August 5, 2026, Governor Maura Healey signed into law the PROTECT Act. Stat. 2026, c. 163, §§ 1–24 (Act). It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests, including for federal immigration enforcement, are not allowed in the following nonpublic areas: school grounds during operating hours (defined in Appendix E) without a Judicial Warrant or Judicial Order.

As required by the Act, these procedures outline a process for Foxborough Regional Charter School (FRCS) employees to follow when interacting with law enforcement officers engaged in civil law enforcement. The procedures promote schools that are safe and accessible for students, staff, and residents. The procedures shall apply equally to all forms of law enforcement and should be focused on maintaining student safety. All terms used in this document are defined in the Definitions section in Appendix E at the end of this document.

I. Interactions with Law Enforcement Officers Engaged in Civil Law Enforcement

Civil arrests are not permitted on school grounds during operating hours unless Law Enforcement Officers (Officers) have a valid Judicial Warrant or Judicial Order.[1] For purposes of these procedures, school grounds are defined in Appendix E.

A. General Procedures for FRCS Staff Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement

i. Staff should remain calm and professional when encountering Officers conducting civil law enforcement and should use the language outlined in these procedures.
ii. Staff should never attempt to physically interfere with Officers conducting civil law enforcement activities, nor should they feel compelled to approach an Officer or engage with them first.
iii. If employees and staff feel unsafe engaging with Officers, they can decline to interact with them and instead rely on administrators, as described below.

B. Designated Senior Administrators to Serve as Contact Persons

The Executive Director has identified the following senior administrators from the FRCS Executive leadership team as the designated district-level contact person for any situation in which Officers are engaged in civil law enforcement on school grounds. In the event the district-level contacts are not available, additional members of the district leadership team should be contacted immediately.

[1] As noted in the Section on Existing Obligations, below, nothing in these Procedures prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protection authorities or other public safety officials, responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil law enforcement.

- Toby N. Romer, Executive Director
- Lesly Michelot, Director of Operations

The Executive Director has identified the following leaders from each school as the designated school-level contact person for any situation in which Officers are engaged in civil law enforcement on school grounds. In the event the school leader is not available, the school assistant principals or main office staff should be contacted immediately.

- Nicole Ouiment, Elementary School Principal
- Judith Estime, Middle School Principal
- Bridget Lemieux, High School Principal

The Executive Director or their designee will be the district's contact person for calling the district's attorney when Officers are on-site (see Step iv. of the response protocol, below).

C. Response Protocol

i. If a request from civil law enforcement is made by phone or email, staff should not respond substantively and should immediately refer the request to the designated contact person.

ii. If Officers arrive on site and there are no apparent exigent (emergency) circumstances, staff should inform the Officers that the staff will contact an administrator to assist them and that the Officers should wait where they are (ideally outside or in the school vestibule, away from students and families).

iii. When staff encounter or become aware of Officers engaged in civil law enforcement on school grounds, they should immediately notify the school principal or a district leadership team member.

iv. Once notified, the school principal or district leadership team member should immediately notify a district-level contact person and go to the location where the Officers are waiting.

v. The Executive Director or their designee will call the district's attorney for advice. If possible, the administrator on site will connect with the attorney on a three-way call with the district-level contact person.

vi. The principal or district leadership team member will ask the Officers for their identification, and record their names, agencies, and badge numbers.

vii. The principal or district leadership team member will ask to view any warrant or other documentation. The principal or district leadership team member—with assistance from an attorney, if available—should review the documents to determine whether the Officers have a valid Judicial Warrant or Judicial Order. *See* Review of Warrant, below.

viii. If the Officers have a valid Judicial Warrant or Judicial Order authorizing an arrest or entry to search or both, the principal or district leadership team member will inform

the Officers that they may enter the school grounds; however, they will request that where feasible, the Officers avoid any areas where students are present.[2]

ix. If the Officers do not have a valid Judicial Warrant or Judicial Order, or they only have an administrative warrant, the principal or district leadership team member will inform the Officers that based on state law, they are not authorized to conduct an arrest on school grounds and ask them to leave.

x. If the Officers proceed to conduct a civil arrest in these areas in violation of the PROTECT Act, no one should attempt to physically interfere with them. Rather, staff should follow the guidance for bystanders in Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement at Part IV. If there is an imminent threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.

xi. After the Officers have left the school grounds, the school should report the event to the Attorney General's Office Civil Rights Division.

D. Review of Warrant

The principal, with assistance from the district-level contact person and the district's attorney, if available, will review any warrants or orders. The district-level contact person and principal will be generally familiar with the concept of a judicial warrant and judicial order based on the information in the Guidance for K-12 Schools Related to Interactions with Civil Law Enforcement. A sample judicial warrant is included in the appendix for these procedures.

Judicial Warrants and Judicial Orders are documents issued by a judge or magistrate sitting in the judicial branch of state or federal government. These documents authorize a search of a specific place or an arrest of a specific person based on sufficient information to support that a crime has been committed ("probable cause"). Note that other judicial orders can include subpoenas or summons, but they do not allow physical access into nonpublic places.

A Judicial Warrant is: (1) signed by a judge, magistrate, or assistant clerk magistrate and dated; (2) issued by a court; and (3) includes the location to be searched or the persons or items to be seized/arrested.

A Judicial Order may take many forms but should include: (1) the caption of a court case; (2) the name of the court; and (3) a judge, clerk magistrate, or assistant clerk magistrate's signature, with a date.

E. Guidance on Language

FRCS staff should use the language below when interacting with Officers when they request to conduct civil law enforcement on the school grounds:

- "I am not authorized to allow you to enter the school. Please wait here while I contact an administrator."

[2] In rare circumstances, Officers may identify a clear and immediate health or safety threat that qualifies as an exception to the warrant requirement.

- “I am not authorized to discuss specific individuals or to speak with you about this student/child/employee. I am going to contact an administrator who will discuss this further with you.”
- “I am not permitted to discuss/disclose private information to you.”

F. Documentation of Interactions

Employees, staff, administrators, and the designated contact person(s) are to document interactions with law enforcement officers engaged in civil law enforcement, and are encouraged to wait until they feel safe to write down what happened. This may be after the officers leave the school grounds. Schools should use the form in Appendix B and keep this record as they would any other school records, in the normal course. A sample form is included as Appendix B.

Under the response protocol described above, employees, staff, administrators, and the designated contact person(s) may interact with law enforcement officers in different ways and at different times. The following procedures reflect those roles, but are not intended to limit what any particular person should write down from the interaction. For example, if an employee happened to see an officer’s name and badge number, they should write that down too. Likewise, if the designated contact person counted the number of vehicles used by law enforcement, they should write that down too. Everyone is encouraged to document the impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them. Everyone should be advised to write down what they remember of the incident, including but not limited to the following information:

i. Date and time when law enforcement officers arrived on school grounds or made the information request;
ii. The names and badge numbers of the officers, and the agency they represented;
iii. The number of vehicles and license plate numbers, if visible;
iv. The names of witnesses, students, or other staff involved;
v. Steps taken to notify the school-level contact person, the district-level contact person, or the school’s attorney, as the case may be;
vi. The actions of the law enforcement officers, including whether the officers complied with school instructions;
vii. Whether the law enforcement officers had a valid Judicial Warrant or Judicial Order, or some other documentation;
viii. Whether a civil arrest was made on school grounds; and
ix. Impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them.

Bystanders, including employees and staff, can openly (not secretly) videorecord the interaction, but they must not interfere.

G. Law Enforcement Activities Near School Grounds

If law enforcement or civil immigration enforcement activities occur near school grounds, FRCS will evaluate, consistent with our safety plans, to determine whether student and staff safety may be impacted. If safety concerns are identified, appropriate safety measures will be implemented, which may include delaying dismissal times. Communication with families will follow accordingly if action is necessary.

H. School Transportation

FRCS will review its Emergency Operations Plans with school bus companies to promote student safety in the event of any type of law enforcement activity at bus stops or on school grounds. This includes special education transportation. Additionally, FRCS will review school transportation contracts and communicate with school transportation companies regarding policies and protocols for bus drivers in the event of active law enforcement activity near a school bus stop. This includes considerations for special education transportation. Transportation-related procedures will focus on maintaining child and resident safety and avoiding dangers associated with dropping a child or resident near an active crime scene or any law enforcement arrest or operation.

I. School Resource Officer(s)

FRCS will ensure that the School Resource Officer Memorandum of Understanding (MOU) with the Foxborough Police Department complies with the mandatory statewide model, and includes information about the roles and responsibilities of the School Resource Officer in our schools, including in circumstances where law enforcement officers are conducting civil law enforcement on school grounds.

J. Parental Notice

When FRCS confirms the presence of Officers engaged in civil law enforcement on school grounds, we will notify students' parents and guardians, teachers, administrators, and school personnel. The notice to parents and guardians will be translated into the languages other than English most commonly spoken in our communities. FRCS will provide this notice in a manner that protects the confidentiality and privacy of any potentially identifying information. A template email notice is included in Appendix C of these Procedures.

The school principal will notify the family of a student if Officers conducting civil law enforcement are trying to reach a specific student or seeking information about a specific student. The principal will notify the student directly if the student is 18 years old or older. A template email notice is included in Appendix D to these Procedures.

II. Protection of Personally Identifiable Information

FRCS cannot disclose personally identifiable information about a student to third parties, including Officers and the media, either orally or in writing unless: FRCS has the parent or guardian's specific, informed consent (or, in the case of a student who is at least 18 years old

or emancipated, the specific, informed consent of the student); it is pursuant to a Judicial Warrant, Judicial Order, or subpoena; or there is a health or safety emergency. FRCS also respects the privacy preferences and concerns of a student's parent or guardian (or the student themself if over 18 years old or emancipated) in response to media inquiries and, to the extent consistent with the law, interactions of law enforcement officers that may implicate students.

As an exception to releasing information only with specific informed consent, FRCS designates certain information as “directory information.” Parents/guardians (and students who are at least 18 years old or emancipated) have the right to opt out of being included in directory information. FRCS limits what information is included in the directory (e.g., by excluding the student’s address and place of birth), and limits disclosure to the school community. Under federal law, FRCS notifies students and their families annually of what information is included in the directory in our Student and Family Handbook, and permits parents to opt out of releasing their child’s directory information. FRCS offers translations of this handbook for parents/guardians with limited English proficiency.

III. Caregiver Plans and Contact Information

FRCS keeps emergency contact information, alternative caregiver contacts, and authorized pick-up contacts up to date for all students. We allow parents/guardians to list more than one person as an emergency contact. We keep associated documentation on file, such as an authorization of another caregiver, temporary agent, or guardian.

A. Support for Students

FRCS will offer culturally responsive counseling and other supports to students experiencing increased anxiety as a result of civil law enforcement activity.

B. Support for Families

FRCS will offer support and connections to community resources to families affected by civil law enforcement activity, as appropriate. We will engage with families to address barriers to student attendance, behavioral challenges in school, or other concerns. Communications with families will be made in their primary language, including by using interpreters if needed. FRCS may also host information sessions for families, utilizing interpreters as appropriate, to share our protocol and communication plans for when civil law enforcement activity occurs.

IV. Trainings Regarding Interactions with Civil Law Enforcement

FRCS will conduct training on implementation of these procedures and best practices to support the safety of all students, staff, families and authorized visitors within all the school facilities. DESE, in consultation with EOE, the Massachusetts Office for Refugees and Immigrants, and the Massachusetts Attorney General, will develop a model training on these Model Procedures, as well as the Model Policy and Guidance for K-12 Schools Related to

Interacting with Civil Law Enforcement. FRCS may use that model training or develop its own training, so long as the content is consistent with the model training.

V. Existing Obligations

Nothing in these Procedures alters the school's obligations to comply with state and federal laws or existing policies or procedures.

Nothing in these Procedures prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil immigration enforcement. If there is an imminent physical threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.

VI. Posting on our website

FRCS's procedures and policy will be posted on the FRCS website translated into the primary languages of families in our community.

VII. Additional Resources for FRCS Students and Families

The Massachusetts Attorney General's Office and the Massachusetts Office for Refugees and Immigrants have created the following resources for the public to learn more about their rights.

- Massachusetts Attorney General: Resources for Immigrants in Massachusetts
- Massachusetts Office for Refugees and Immigrants: Community Resource Toolkit
- Massachusetts Attorney General Guidance: KNOW YOUR RIGHTS: ICE Enforcement
- An Updated Guide for Immigrants, Families, and Communities *(available in*
- *Spanish*, *Portuguese*, *Haitian Creole*, *Chinese*, *Vietnamese*)
- Massachusetts Attorney General Guidance: General Information for Massachusetts
- Service Providers Regarding Immigration Enforcement *(available in*
- *Spanish*, *Portuguese*, *Haitian Creole*, *Chinese*, *Vietnamese*)
- Massachusetts Attorney General Guidance: K-12 Schools' Obligations to Protect
- Students and Their Information
- Massachusetts Attorney General Flyer: Immigrant Students' Right to Attend School: A
- Guide for Families (a*vailable in Spanish*, *Portuguese*, *Haitian Creole*,
- *Vietnamese*, *Chinese*)
- Massachusetts Attorney General Flyer: K-12 Schools on Protections for Students and their Information
- Emergency Planning Guide for Parents with Uncertain Immigration Status *(available in*
- *Spanish*, *Portuguese*, *Haitian Creole*, *Simplified Chinese*)
- Emergency Planning Fact Sheet for Parents with Uncertain Immigration

- Status *(available in Spanish, Portuguese, Haitian Creole, Simplified Chinese)*
- Attorney General's Advisory Regarding Equal Access to Public Education for All
- Students Irrespective of Immigration Status
- Upholding the Rights of Immigrant Students to Enroll in School: Guidance for School Committees and Districts

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APPENDIX A
Sample Judicial Warrants and Administrative Warrants

Figure 1: State Court Judicial Warrant

APPLICATION FOR SEARCH WARRANT G.L. c. 276, §§ 1-7	TRIAL COURT OF MASSACHUSETTS
NAME OF APPLICANT [redacted]	SUPERIOR ESSEX **COURT DEPT.** **DIVISION**
POSITION OF APPLICANT Trooper, Massachusetts State Police	**SEARCH WARRANT DOCKET NUMBER**

I, the undersigned APPLICANT, being duly sworn, depose and say that:

1. I have the following information based upon the attached affidavit(s), consisting of a total of 77 pages, which is (are) incorporated herein by reference.

2. Based upon this information, there is PROBABLE CAUSE to believe that the property decribed below:
   - [ ] *has been stolen, embezzled, or obtained by false pretenses.*
   - [X] *is intended for use or has been used as the means of committing a crime.*
   - [ ] *has been concealed to prevent a crime from being discovered.*
   - [X] *is unlawfully possessed or concealed for an unlawful purpose.*
   - [X] *is evidence of a crime or is evidence of criminal activity.*
   - [ ] *other (specify):*

3. I am seeking the issuance of a warrant to search for the following property (*describe the property to be searched for as particularly as possible*):
   See Addendum A, which is incorporated herein by reference.

4. Based upon this information, there is also probable cause to believe that the property may be found (*check as many as apply*):
   - [X] *at (identify the exact location or description of the place(s) to be searched):* _____

Figure 2: Federal Court Judicial “search warrant” (left) & Administrative “ICE Warrant” (right)



UNITED STATES DISTRICT COURT

for the

Southern District of California

In the Matter of the Search of

2943 Reynard Avenue
San Diego, California

Case No. '14MJ0396

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the Southern District of California

See Attachment A-2.

The person or property to be searched, described above, is believed to conceal

See Attachment B-2.

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property.

YOU ARE COMMANDED to execute this warrant on or before

in the daytime 6:00 a.m. to 10 p.m.

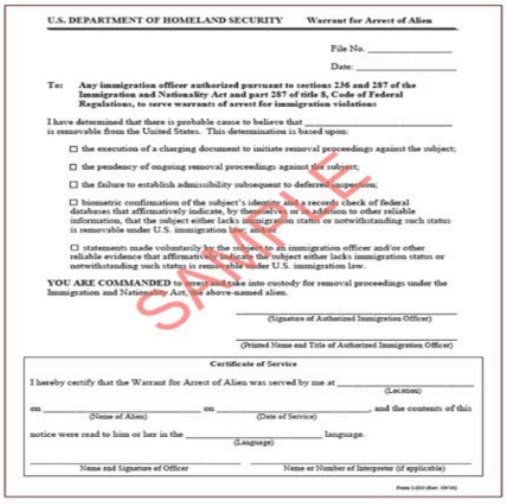
Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to United States Magistrate Judge Hon. David H. Bartick.

Date and time issued:

City and state: San Diego, California

Hon. David H. Bartick, U.S. Magistrate Judge



U.S. DEPARTMENT OF HOMELAND SECURITY Warrant for Arrest of Alien

File No.

Date:

To: Any immigration officer authorized pursuant to sections 236 and 287 of the Immigration and Nationality Act and part 287 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that is removable from the United States. This determination is based upon:

- the execution of a charging document to initiate removal proceedings against the subject;
- the pendency of ongoing removal proceedings against the subject;
- the failure to establish admissibility subsequent to deferred inspection;
- biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and/or
- statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

(Signature of Authorized Immigration Officer)

(Printed Name and Title of Authorized Immigration Officer)

SAMPLE

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at (Location)

on (Name of Alien) on (Date of Service), and the contents of this notice were read to him or her in the (Language) language.

Name and Signature of Officer

Name or Number of Interpreter (if applicable)

Appendix B
FRCS Civil Law Enforcement Interaction Documentation

Date:
Time:
Location:

Agent Name(s):

Badge/Identification Number:

Agency:

Supervisor/Contact Information:

Purpose stated by agent:

Person, records, or area requested:

Document presented:

- □ Judicial warrant
- □ Judicial order
- □ Subpoena
- □ Administrative immigration warrant
- □ Immigration detainer
- □ Other: _____
- □ No document presented

School-level contact notified: □ Yes □ No

District-level contact notified: □ Yes □ No

School attorney contacted: □ Yes □ No

School-level response:

Information or records disclosed, if any:

Any arrest/detention or other enforcement action:

Impact on children/school operations:

Any other observations:

Person completing report:

Date completed:

APPENDIX C
Template for notifying families and school community about confirmed presence of law enforcement officers engaged in civil law enforcement on school grounds

Dear Families,

We are writing to inform you that civil law enforcement agencies, specifically [INCLUDE THE NAME OF THE AGENCY IF AVAILABLE], were present at [/LOCATION] at the Foxborough Regional Charter School campus on [DATE].

Per the PROTECT Act signed on August 5th, 2026, it is now the law in Massachusetts that civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, during before- and after-school programming, and during school-sponsored events without a judicial warrant or judicial order.

FRCS has clear procedures and policies in place to follow the PROTECT Act, which you can see on our website, https://www.foxboroughrcs.org/.

If you are looking for additional legal assistance or information, please use the resources below.

- **For general legal help please access legal assistance here:**
  - Massachusetts Legal Resource Finder
- **For legal assistance with regard to immigration issues, please access legal assistance here:**
  - The Legal Representation Fund (LRF) -- For those recently detained by ICE. Detained Hotline: (617) 637-8195. Family & Friends Hotline: (617) 396-7143
  - The Massachusetts Access to Counsel Initiative (MACI) -- For those facing deportation currently in Immigration court proceedings. Intake: 508-505-4588
  - MIRA Immigration Helpline miracoalition.org/news/immigration-helpline/
  - Nationwide Immigration Lawyer Search ailalawyer.com

APPENDIX D

Template for notifying family members or students age 18 or emancipated about specific requests from law enforcement officers engaged in civil law enforcement

Dear _____,

As the parent or legal guardian of _____, this email is to notify you that civil law enforcement agencies, specifically [INCLUDE THE NAME OF THE AGENCY IF AVAILABLE] was [either trying to reach your child OR sought specific information about your child].

You may reach out to [CONTACT PERSON] at [PROGRAM] with any questions about this incident, but please be aware that our program may not have any more information than what has already been provided above.

Per the PROTECT Act signed on August 5th, 2026, it is now the law in Massachusetts that civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, during before- and after-school programming, and during school-sponsored events without a judicial warrant or judicial order.

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  - The Massachusetts Access to Counsel Initiative (MACI) - For those facing deportation currently in Immigration court proceedings. Intake: 508-505-4588
  - MIRA Immigration Helpline - miracoalition.org/news/immigration-helpline/
  - Nationwide Immigration Lawyer Search - ailalawyer.com

APPENDIX E
Definitions

These Procedures use the following words and phrases consistent with the PROTECT Act:

- **Civil Arrest:** means an arrest that is not for the purpose of preparing the person subject to such arrest for criminal prosecution for an alleged violation of a state or federal criminal law. Civil arrests may be authorized by, among other things: (1) a parole warrant issued under G.L. c. 127, § 149A, or a probation warrant issued under G.L. c. 279, § 3; (2) state law permitting protective custody for incapacitated and intoxicated persons, G.L. c. 111B § 8, or (3) an administrative warrant issued by a federal agency like the United States Immigration and Customs Enforcement (ICE) agency for violations of the federal Immigration and Nationality Act, or related civil immigration enforcement efforts.
- **Civil law enforcement:** means efforts to investigate, enforce or assist in the investigation or enforcement of state or federal civil law, including, but not limited to, any federal civil immigration law. For added context, civil law enforcement often relates to preventative detention for an individual's safety or security, enforcement of civil actions in court, or immigration law enforcement. In contrast, criminal law enforcement involves the investigation and enforcement of state or federal criminal laws (like those outlawing theft and assault). Note that law enforcement officers (defined below) typically engage in civil law enforcement and/or criminal law enforcement.
- **Judicial Warrant or Judicial Order**: refers to an arrest warrant or other judicial order, signed by a judge or magistrate sitting in the judicial branch of a local or state government or of the federal government, authorizing an arrest.
- **Law enforcement officer or officer**: means any agent or officer of a federal, state, county, municipal, or district law enforcement agency, including but not limited to local police departments, sheriffs, constables, the Massachusetts State Police, the United States Immigration and Customs Enforcement (ICE) agency, the United States Custom and Border Protection (CBP) agency, and the United States Department of Homeland Security (DHS).
- **Operating hours:** means regular school hours, student drop off and pick up windows, before-school and after-school programming, and school-sponsored events.
- **School:** means a school administered by the school department of a city, town or regional school district; a county agricultural school; an independent vocational school or a vocational school operated by a county; a Commonwealth charter school or a Horace Mann charter school established under G.L. c. 71, § 89 ("charter school"); a special day school or other day facility or a short or long term residential school providing educational programs for children with disabilities established pursuant to chapter 71B and in accordance with chapter 766 of the acts of 1972; or a school operated by an education collaborative established under G.L. c. 40, § 4E ("collaborative school").

- **School district:** means the school department of a city or town, a regional school district, a charter school district, an independent vocational school or a vocational school or agricultural school operated by a county.
- **School grounds:** means the main school building(s) and any other building or property owned or controlled by a school or school district and used by the school in direct support of or in a manner related to the school's educational or athletic purpose. This includes playgrounds, fields, parking lots, recreation areas, athletic fields, courts, competition areas and other locations owned or controlled and used for school-related purposes, whether or not physically connected to the main school building(s). During operating hours, as defined above, school grounds are nonpublic.[3]

[3] Although bus stops are generally not considered "school grounds," please see the Section on School Transportation for recommendations on how to handle law enforcement activity at bus stops.

Coversheet

Review of Sample AI Policy

Section: III. Policy Review
Item: B. Review of Sample AI Policy
Purpose: Discuss
Submitted by:
Related Material: MA DESE AI Guidance.pdf
TECH-06 BPS AI Policy.pdf

Massachusetts Guidance for Artificial Intelligence in K–12 Education

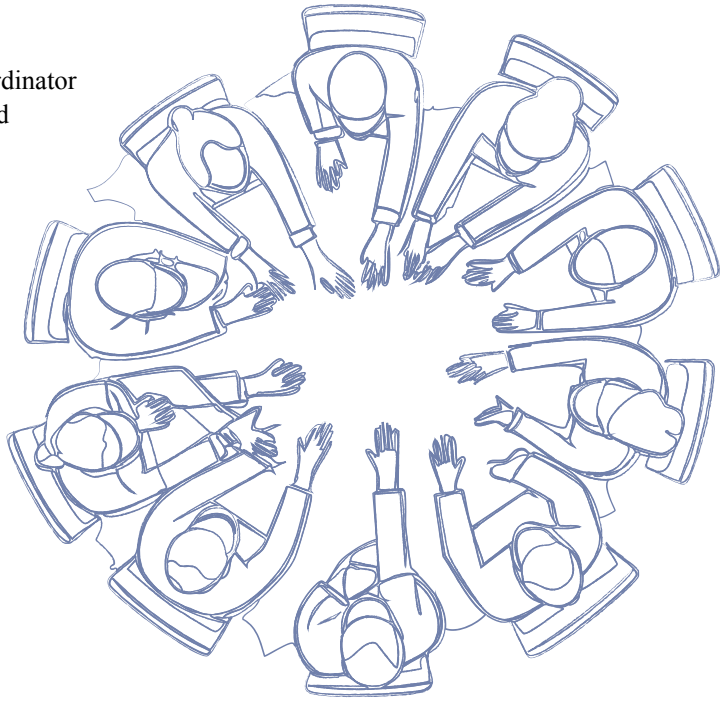
Welcome and Acknowledgements

Massachusetts Guidance for Artificial Intelligence in K-12 Education is designed to support district leaders in creating and refining implementation guidance as well as creating or refining AI-related policies. Grounded in the Commonwealth's educational vision[1], it offers a foundation for developing local guidance and policies while training educators, responsibly integrating AI tools, strengthening AI literacy and building adaptive systems that evolve with emerging technologies.

The Massachusetts Department of Elementary and Secondary Education's Offices of Education Technology (OET) and Digital Literacy and Computer Science as well as our AI Task Force partnered with **ISTE+ASCD** to develop this guide for district leaders in Massachusetts. We extend our gratitude to the AI Task Force members for bringing their knowledge, perspective, and needs to the development process.

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We appreciate the valuable feedback provided by additional DESE team members and educators representing organizations from across Massachusetts. Furthermore, we thank Alan Coverstone and Tara Nattrass for leading us through the drafting and development of this resource.

Together, we are moving forward to support safe, ethical, and equitable integration of AI in education focused on enhanced educational outcomes and opportunities for all students across Massachusetts.

1 Johnston, R. D. (2024). *Overview of DESE's educational vision & catalog of aligned supports.* Retrieved April 9, 2025, from **https://www.doe.mass.edu/commissioner/vision/vision-supports.pdf**

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This document is intended to support districts that choose to explore or implement AI in their schools. The Department is not recommending or requiring the use of AI in schools—those decisions remain with local leaders. Rather, this guidance is designed to help districts that opt to move forward with AI develop thoughtful, responsible, and equitable approaches. Grounded in the Commonwealth's educational vision, it offers a foundation for local policy development, educator training, AI literacy, and the creation of adaptive systems that evolve alongside emerging technologies.

Document At A Glance

SECTION	WHAT'S IN THIS SECTION
1. Understanding Artificial Intelligence in Education	Provides definitions of AI types and discusses their relevance in educational settings including current landscape considerations.
2. Principles for Ethical AI Use	Introduces five core principles for ethical AI use and offers guidance for applying them in decision-making.
3. Using this Document: Organizing for Action	Explains how to use the guidance document effectively, emphasizing alignment with district priorities and long-term change processes.
4. Implementation Framework for Schools and Districts	Offers a structured framework to guide phased AI implementation and leadership team formation.
5. Equity and AI: Addressing Harmful Bias and Access	Discusses strategies for ensuring equitable access, addressing bias, and promoting inclusivity in AI use.
6. Legal Foundations for AI Use	Highlights key legal considerations for AI implementation, including privacy, accessibility, and compliance with state and federal laws.
7. AI Literacy: Teaching ABOUT AI	Outlines competencies for understanding and critically engaging with AI across all educational roles.
8. AI Literacy: Teaching WITH AI	Provides strategies for using AI tools in teaching and learning to enhance engagement and creativity.
9. Academic Integrity	Focuses on maintaining integrity in academic work including considerations around authorship, citation, and ethical AI use.
10. District Operations	Addresses the integration of AI into district operations such as budgeting, staffing, and resource management.

SECTION

Understanding Artificial Intelligence in Education

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Understanding Artificial Intelligence in Education

INTRODUCTION

Artificial Intelligence (AI) is no longer a distant possibility—it's a present reality, increasingly embedded in the tools, systems, and decisions shaping education. Educators and students are already encountering AI through everyday platforms used for instruction, communication, and operations. This rapid integration of AI brings both promise and complexity, requiring thoughtful, ongoing leadership from schools and districts throughout Massachusetts as these technologies offer the potential to shift current practices and future needs of students and educators.

WHY THIS MATTERS

AI presents exciting opportunities but also significant risks if implemented without understanding and intentionality. As with past waves of technology, the promise of innovation will be weighed against equity concerns, ethical implications, and system readiness. This guidance supports leaders in balancing those trade-offs responsibly. From personalized learning applications to school and system operations, AI is increasingly embedded in the educational ecosystem. For district leaders, this means that AI is becoming a powerful and evolving feature affecting multiple decisions.

As AI capabilities grow and we offer guidance around its use, the need to understand what AI is, and what it isn't, becomes more urgent. This section offers foundational awareness and background knowledge for district leaders, educators, students, and community members. It defines AI, clarifies the different types of tools, and introduces early implications for classroom use, guidance and policy development, and educational equity.

WHAT IS AI?

AI refers to computer systems that are designed to perform tasks that typically require human intelligence. These include recognizing speech, processing language, analyzing data, detecting patterns, making predictions, generating new content—and increasingly, taking action based on that information. In educational contexts, AI tools may help personalize instruction, streamline teacher tasks, improve accessibility, automate scheduling or resource allocation, and support decision-making. As these systems grow more autonomous, they also raise important questions about equity, privacy, accuracy, and control.

AI is:

- A tool to support human decision-making.
- An evolving technology that requires active oversight.
- Capable of pattern recognition and rapid content creation.
- A system that can reinforce harmful bias if not carefully designed and used.

AI can be broadly described according to its functions:

PREDICTIVE AI

These tools analyze past data to forecast likely outcomes or make recommendations. Examples of use in schools:

- Predicting whether students are on track to graduate.
- Recommending learning pathways based on student performance data.
- Identifying students who may benefit from intervention.

GENERATIVE AI

Generative AI tools produce new content based on patterns in large data sets. These tools respond to user prompts with outputs like essays, code, summaries, feedback, images, videos, or music. Examples of use in schools:

- Assisting students in drafting writing or brainstorming ideas.
- Helping teachers generate rubrics, lesson plans, or instructional materials.
- Translating text or generating content for multilingual learners.

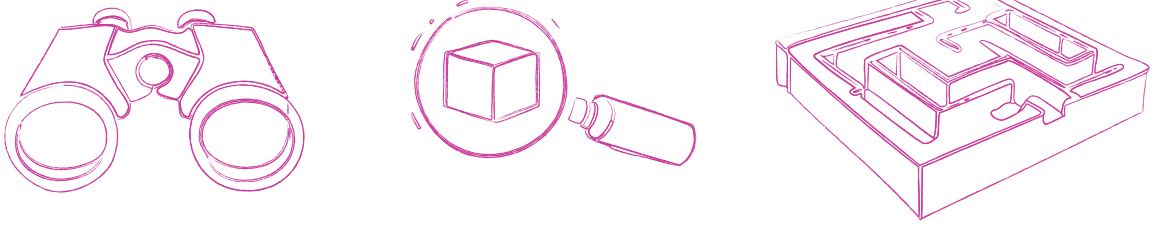
AGENTIC AI

Agentic AI tools go beyond predicting or generating—they act. These tools can make decisions, take steps toward a goal, and continuously adapt based on new information. Examples of use in schools (emerging):

- An AI tutor that adjusts a student's learning plan automatically.
- A virtual assistant that schedules meetings or rearranges lessons.
- Systems that optimize bus routes, staffing, or classroom usage in real-time.

Many tools used in schools today combine multiple types of AI. For example, a platform might use predictive AI to assess learning gaps, generative AI to suggest personalized content, and agentic AI to adjust pacing—all behind the scenes.

Note on Definitions: The definitions in this document are intended as working descriptions, not fixed technical standards. As AI evolves, so will the language we use to describe it. What matters most is not whether a tool "counts" as AI, but how it is used, what data it relies on, and how its outcomes affect teaching, learning, and equity.



PREDICTIVE GENERATIVE AGENTIC

WHAT AI IS NOT

As district leaders develop guidance and policies, it's important to clearly communicate what stakeholders should—and should not—expect from AI in education.

AI is NOT:

- A replacement for educators or human relationships.
- A perfect or self-correcting system.
- Able to understand context, nuance, or ethics like a human.
- Automatically neutral or fair.

PREPARING FOR AN AI-EMBEDDED FUTURE

AI is becoming an embedded, often invisible component of many educational tools. Increasingly, AI is not presented as a standalone product, but as a built-in feature shaping how platforms function. Common examples include:

- **Smart recommendations in learning platforms** - personalized study paths or content suggestions based on learning progress and preferences
- **Automated writing feedback** - guided suggestions for improving grammar, content, and clarity of writing
- **Adaptive assessment** - quizzes that adjust difficulty based on student responses to better gauge understanding
- **Real-time translation** - instant conversion of spoken or written language to support multilingual communication in classrooms
- **Scheduling and resource allocation** - automated tools for optimizing classroom schedules or distributing instructional materials efficiently

As AI becomes ambient—quietly influencing how information is delivered, analyzed, and assessed—it also becomes **harder to monitor, govern, and explain**. This introduces significant risks:

- **Loss of transparency.** Students, educators, and families may be unaware of when and how AI is shaping educational experiences.
- **Lack of informed consent.** Tools may collect and/or use personal data or generate outputs that affect learning without clear documentation or disclosure.
- **Diminished oversight.** If AI-powered features are embedded in familiar platforms, their ethical and equity implications may be overlooked.

IMPLICATIONS FOR DISTRICT LEADERS AND EDUCATORS

- **Do not rely solely on AI labels.** Resources focused only on identifying which tools are "AI tools" will become outdated quickly. Instead, focus on how tools function, what decisions they influence, and how their outputs are used.
- **Build general AI literacy.** Educators, students, and families need broad, transferable skills to understand, question, and critique AI-powered features, whether or not they are clearly labeled.
- **Design for transparency.** Develop expectations and documentation practices that surface when AI is being used, what role it played in a task or decision, and how users can assess its influence.
- **Evolve classroom practices.** Assignments and assessments reflect the reality that students are learning in AI-integrated environments. Instead of banning tools outright, educators can help students reflect on how AI supported or influenced their thinking and learning and how it is being used across various industries and disciplines.
- **Prioritize human oversight.** Ensure that district policies, procurement reviews, and instructional decisions reflect a commitment to human judgment, clear accountability, and ethical use—especially as AI becomes less visible and more embedded.

SECTION

Principles for Ethical AI Use

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Principles for Ethical AI Use

WHY THIS MATTERS

Our vision for education and AI considerations cannot be separated. AI is not a standalone initiative. It cuts across instruction and assessment, operations, and communication. It changes how students engage with content, how teachers design learning, and how systems make decisions. Leading through AI requires not just understanding the tools, but managing the shifts they bring. It is a change management challenge as much as a technical and instructional one.

As districts adopt and integrate AI across instructional and operational settings, it is essential to ground all decisions as well as guidance and policy in shared ethical values. These principles reflect Massachusetts' commitment to a public education system that fosters equity, transparency, trust, and human dignity.

When AI systems go unexamined, they can inadvertently reinforce historical patterns of exclusion, misrepresentation, or injustice. The following principles are designed to guide districts in using AI as a tool that serves the core mission of education—not one that undermines it.



DATA PRIVACY & SECURITY | TRANSPARENCY & ACCOUNTABILITY | BIAS AWARENESS & MITIGATION | HUMAN OVERSIGHT & EDUCATOR JUDGEMENT | ACADEMIC INTEGRITY

CORE PRINCIPLES FOR AI USE IN MASSACHUSETTS SCHOOLS

To help anchor local policy and guidance development, the Department of Elementary and Secondary Education recommends that districts adopt the following:

DATA PRIVACY & SECURITY

AI use complies with all relevant laws and policies related to student data, including FERPA and COPPA, and upholds strong data governance practices. Students and families are protected from unnecessary surveillance, data sharing, or automated decision-making without consent.

What could this look like?

- Districts only approve AI tools vetted through a data privacy agreement process.
- Schools teach students how their data is used when they interact with AI systems.

TRANSPARENCY & ACCOUNTABILITY

AI tools are explainable and understandable. Educators, students, and families deserve to know when AI is involved in learning, grading, decision-making, or access to services.

What could this look like?

- Schools inform parents when AI tools are used in classrooms through various structures as well as technology use consent forms.
- Districts maintain a public list of digital tools and describe what each one does and how it is used.

BIAS AWARENESS & MITIGATION

AI tools are critically examined for embedded bias. Districts regularly assess whether certain groups are disproportionately impacted and take proactive steps to reduce harm.

What could this look like?

- The procurement process for new tools includes analysis of harmful bias.
- Teachers engage in professional learning using tools while adopting different names and roles to observe and discuss variations in responses and what that means about systemic bias.
- Students are invited to submit examples where an AI tool produced biased, stereotypical, or culturally inappropriate content. These reports help guide teacher practice and vendor conversations.

HUMAN OVERSIGHT & EDUCATOR JUDGMENT

AI supports, but does not replace, educators. Teachers bring context, empathy, and moral reasoning that no machine can replicate. All AI use includes active human engagement and oversight.

What could this look like?

- A teacher uses AI to draft personalized reading plans and adjusts recommendations based on a student's interest in sports or graphic novels.
- Principals and staff who use AI to help with operational tasks, such as rostering, scheduling, or communications, take care to review the outputs for accuracy, appropriateness, and quality.

ACADEMIC INTEGRITY

AI is used in ways that reinforce learning, not short-circuit it. Clear expectations guide when and how students use AI tools, with an emphasis on originality, transparency, and reflection.

What could this look like?

- Students include an "AI Used" section in their papers, explaining which tools they used and how.
- Teachers explicitly teach the difference between AI-assisted brainstorming and AI-written content and clarify acceptable uses on assignments.
- Schools teach and encourage thoughtful integration of AI rather than penalizing use outright.

APPLYING AN EQUITY LENS

Throughout decision-making and policy development, district leaders can consistently ask:

- What are the potential racial equity impacts of this decision?
- Who benefits and who may be burdened?
- Whose voices and experiences are being centered or left out?
- What strategies can advance equity and prevent harm?

These questions are relevant in choosing tools, designing professional learning, shaping classroom use, and setting district-wide norms.

APPLYING THE CORE PRINCIPLES

These core principles are woven throughout this resource. As district leaders review each upcoming section they are encouraged to return to the core principles as a checklist, filter, and compass.

These principles are designed to be practical. Here are some examples of how they might be used:

- If your district is evaluating a new learning platform with AI features, ask: *Does it align with these five principles?*
- If you're developing a policy for student use of AI writing tools, ask: *How do we support academic integrity and human judgment?*
- If you're designing PD for staff, ask: *Are we equipping teachers to identify harmful bias and maintain student data privacy?*

BRINGING THE CORE PRINCIPLES TO LIFE

Consider this activity to ground your team in the principles, develop a shared understanding, and begin to apply them to the work of AI integration in your district.

Step 1: Read the principles, definitions, and examples together and discuss: What does this principle mean to us in our district? Share examples of where you are already aligned and where you need to grow.

Step 2: Following the discussion, ask each team member to rate your district's current state for each principle using this scale:

1. We haven't started thinking about this yet.
2. We are beginning to explore and understand what this means.
3. We have some practices in place, but they are inconsistent or unclear.
4. We have consistent policies and practices in development.
5. We actively apply this principle in decision-making with ongoing evaluation and continuous improvement.

Step 3: Share your ratings and discuss: What does this principle look like in action for us? Where are we now? What do we need to do to live this out fully?

SECTION

Using this Document: Organizing for Action

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Using this Document: Organizing for Action

AI integration doesn't happen in isolation; it intersects with and supports broader district priorities like early literacy, equitable learning opportunities, and resource management. By weaving AI thoughtfully into existing initiatives, we can create synergistic strategies that amplify learning outcomes and maximize the impact of our investments in education.

The sections of this document offer tools, scenarios, questions, and models to bring the core principles to life as districts develop guidance, policies, and resources for their staff, students, and communities. As AI technologies continue to evolve, anchoring decisions in these principles will help ensure they lead to a more just, inclusive, and human-centered education in Massachusetts.

WHO SHOULD USE THIS DOCUMENT?

This guidance is primarily written for district leaders—superintendents, assistant superintendents, directors of teaching and learning, educational technology directors, IT/data leaders, curriculum coordinators, and others involved in setting policy and system-wide practices. It can also be used by:

- school administrators and instructional coaches,
- school committees and community advisory teams, and
- teacher leaders and AI working groups.

HOW TO USE THIS DOCUMENT

This guidance supports district leaders in preparing for an AI-embedded future by:

- promoting ethical and equitable AI use across diverse communities.
- embedding AI literacy into curriculum and instruction.
- ensuring policies are grounded in legal, ethical, and inclusive frameworks.
- providing tools to monitor, adapt, and improve implementation as technologies evolve.

This is a living guidance document—not a checklist, not a mandate, and not a one-time read. It is designed to support district teams in navigating a long-term change process. Teams may return to different sections at different times based on priorities, challenges, or stage of implementation.

IF YOU'RE ASKING...

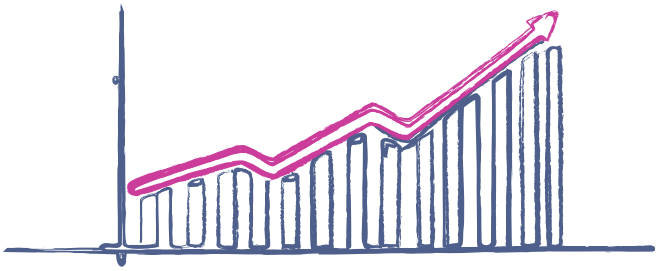
- **"Where do we start?"**
  Use the Mapping the Current Landscape Activity to get your team thinking about where you are and planning initial steps.
- **"What's safe and ethical?"**
  Start with the sections Principles for Ethical AI Use and Legal Foundations for AI Use.
- **"How do we help teachers?"**
  Dig into AI Literacy and classroom approaches in the sections AI Literacy: Teaching with AI, AI Literacy: Teaching about AI, and Academic Integrity.
- **"What about budgeting, data, and hiring?"**
  Visit the section District Operations.
- **"How do we make a plan?"**
  Use the Implementation Framework for Schools and Districts.

IF THIS DESCRIBES YOUR CURRENT CONTEXT…

- **Policies exist, but they're not yet integrated into daily practice:** District has adopted general policies on digital learning or ethics, but these have not been explicitly adapted to AI or translated into concrete guidance for classroom use, teacher practices, or operational processes.
  - Using this Document: Organizing for Action provides a method for self-assessment and step-by-step planning to move from policies to concrete action.
  - Implementation Framework for Schools and Districts offers a roadmap for transitioning from policy adoption to active, system-wide practice, with local implementation steps and action tables.
- **AI pilots or tools are being explored in isolated pockets without systemic planning**: A few schools or teachers are experimenting with AI tools, but the district lacks coordinated policies, cross-team collaboration, or a strategy for evaluating and scaling promising practices.
  - Mapping the Current Landscape provides tools to self-assess and document the district's current stage of AI integration, identify gaps, and plan next steps for scaling efforts system-wide.
  - District Operations offers action steps for integrating AI into district-wide operational systems, including budgeting, HR, and data use, ensuring coherent planning and oversight.
- **Professional development on AI is happening, but there's no broader strategy:** Staff are attending AI-focused PD sessions, but there's no district-level framework for integrating AI knowledge into pedagogy, student learning, or leadership practices.
  - AI Literacy: Teaching with AI suggests professional learning opportunities that can support coherent, district-wide capacity building for AI integration, with an emphasis on embedding PD into broader instructional improvement.
  - Implementation Framework for Schools and Districts highlights the need for cross-functional collaboration and continuous improvement, with suggested steps for expanding professional development into a larger strategy.

ACTION-FOCUSED PLANNING TOOLS

Each section of this document begins with a brief explanation of the salient issues under the heading Why This Matters followed by Core District Commitments. Use these sections to ground your team's work and build a shared understanding. Review the commitments, prioritize them and ask if additional commitments apply in your context.



Local Implementation: Action Steps to Get Started are found in each section, aligned with the ***Core District Commitments***. An action-focused planning table is provided to begin your work in each section. These 3-column tables identify **Potential Action Steps**, aligned with the ***Core District Commitments*** in the left column. Use the table to:

- **Self-assess:** Use the table to consider and record **Steps Already Taken** in the center column. This provides an opportunity for some self-assessment to ground your action planning.
- **Plan next steps:** Use the column to the right of the **Steps Already Taken** to list additional steps to help sketch your **Plan to Move Forward.**
- **Add additional action steps** as you work through each table and begin to build a more comprehensive action plan.

EXAMPLE:

FOCUS AREA: ACCESS DIVIDE *Ensuring equitable access to devices, internet, and inclusive digital content*		
Potential Action Steps (Aligned with Core Commitments)	**Steps Already Taken** (District self-assessment)	**Plan to Move Forward** (District priorities & timeline)
EXAMPLE: Audit device, internet, and assistive tech access across all schools	1:1 device program launched in MS/HS; hotspots distributed during COVID	Expand device refresh to elementary schools by Q3; Review AI tool accessibility standards this summer

SUPPLEMENTAL RESOURCES

The **Supplemental Resources** included throughout this document are designed to support these conversations. They offer example language, research-based insights, and models from organizations that are engaging in this work. Use them to review guidance and policy examples, inform planning, facilitate team learning, and adapt strategies to fit local context.

Please Note: Reference in this document to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through the links herein. DESE may supplement this list with other services and products that meet specific criteria.

Remember: Developing thoughtful AI guidance is not a one-time effort. It's an iterative process shaped by collaboration, feedback, and evolving understanding. This framework and its companion tools are meant to help your district move from exploration to alignment to sustainable practice.

GETTING STARTED: WHERE ARE WE NOW?

Use this tool to reflect on where your district currently stands across the key areas of AI integration. Each row in the table aligns with a major section of this guidance document. Use this tool to:

- Build a shared understanding of your current state across core action areas.
- Identify which areas feel most urgent or ready for deeper planning.
- Spark momentum by identifying small but meaningful next steps.
- Navigate the rest of the document based on where you want to begin.

MAPPING THE CURRENT LANDSCAPE

Consider this activity to map the current landscape and begin to identify priority areas for deeper action planning.

Step 1: As a team, discuss each action area below and reflect your district's current stage using this scale:

- **Exploring:** We're just starting to learn what AI is and how it's showing up in education. There's curiosity and caution, but no formal conversations or policies yet.
- **Organizing:** We've begun discussing AI's impact. We may have a leadership team, initial concerns, or early pilots but are not yet aligned on values or practices.
- **Piloting:** We're testing tools or approaches in pockets. Teachers or departments may be experimenting. Policies and training are still emerging.
- **Scaling:** We have active AI use in instruction or operations and are now aligning systems and policies. We're building capacity, tracking impact, and responding to feedback.
- **Sustaining and Adapting:** AI is part of our systems. We have feedback loops, update cycles, and community involvement. We're revisiting practices regularly and staying agile.

Step 2: Make note of why you chose that stage—include examples, tensions, or relevant initiatives.

Step 3: Identify 1–2 possible "next steps"—these are not full plans but short-term actions (e.g., assign a lead, review a policy, plan a PD session).

Step 4: Use your responses to determine which section of this document you'll explore next in detail.

WHERE ARE WE NOW? RATINGS: (EXPLORING, ORGANIZING, PILOTING, SCALING, SUSTAINING, OR ADAPTING)

ACTION AREA	WHERE ARE WE NOW?	WHY THIS RATING?	NEXT IMMEDIATE STEPS?
Implementation Framework for Schools and Districts			
Equity and AI: Addressing Harmful Bias and Access			
Legal Foundations for AI Use			
AI Literacy: Teaching about AI			
AI Literacy: Teaching with AI			
Academic Integrity			
District Operations			

SECTION

Implementation Framework for Schools and Districts

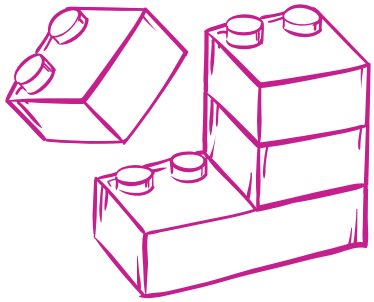
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Implementation Framework for Schools and Districts

WHY THIS MATTERS

Integrating AI into education is not a single decision or one-time rollout—it's an ongoing change process that requires clear priorities, stakeholder trust, professional growth, and coordinated effort across schools, departments, and communities. This is not about selecting the right tool—it's about building the instructional vision, infrastructure, relationships, and adaptive practices to integrate AI in ways that are ethical, equitable, and instructionally meaningful. Developing effective guidance requires more than wordsmithing—it starts with building a deep understanding of AI and its implications and engaging in structured processes that precede guidance and policy creation.

Successful implementation depends on the district's ability to create enabling conditions: setting shared goals, engaging diverse perspectives, aligning guidance with classroom realities and an instructional vision, and creating space for continuous learning. This framework provides a roadmap to help districts move from intention to action, and from pilot to sustainable practice. Use this implementation framework not as a checklist, but as a tool for ongoing learning and reflection. Effective AI integration starts with building a shared understanding of AI including its opportunities, risks, and implications across instruction, equity, and policy.



AI integration also benefits from collaboration beyond schools. A successful implementation framework includes roles for industry partners, policymakers, families, and students, alongside educators and district leaders. Each group contributes unique perspectives and expertise, and encouraging partnerships and shared accountability strengthens local capacity and ensures AI implementation aligns with community values and needs.

NOTE: In addition to the guidance in this document, districts preparing to establish approaches to implementation may also want to go deeper and consult additional resources like the **K-12 Gen AI Maturity Tool** (CoSN) to:

- Assess current readiness across leadership, infrastructure, and instruction
- Identify strengths, gaps, and priority areas for growth
- Clarify short- and long-term goals for AI integration
- Guide conversations across teams and departments

CORE DISTRICT COMMITMENTS

- Approach AI integration as a long-term, multi-phase change process.
- Build cross-functional and inclusive leadership teams.
- Ground guidance in shared understanding of AI and treat policy and practice as living documents.
- Involve educators, families, teachers, non-instructional staff, and students in design, implementation, and continuous improvement.
- Coordinate across departments and roles prioritizing long-term equity and impact.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: CHANGE MANAGEMENT AND PHASED INTEGRATION *Establishing a roadmap for AI adoption that supports gradual, sustainable growth.*		
POTENTIAL ACTION STEPS	STEPS ALREADY TAKEN	PLAN TO MOVE FORWARD
Define clear phases of implementation (e.g., exploration, piloting, scale-up) with goals at each stage.		
Create an internal timeline that supports reflection, feedback, and mid-course corrections.		
Document lessons learned from early pilots to inform next-stage planning.		
Embed AI efforts into broader strategic planning processes, including operational goals, technology vision and expectations and instructional improvement cycles.		

FOCUS AREA: CROSS-FUNCTIONAL LEADERSHIP AND COLLABORATION *Creating leadership structures that support coherence and shared responsibility.*		
POTENTIAL ACTION STEPS	STEPS ALREADY TAKEN	PLAN TO MOVE FORWARD
Form a cross-departmental implementation team (e.g., instruction, technology, special education, data and assessment, finance, human resources, etc.).		
Designate point people in each department to lead and communicate about AI-related work.		
Establish regular meeting times to review alignment and surface emerging needs (this could be during already established leadership or team meetings).		
Include building leaders and teachers in decision-making and rollout planning.		
Establish partnerships with industry partners, policymakers, organizations, families, and students to co-create AI guidance and support shared accountability.		

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED (CONT'D)

FOCUS AREA: RESPONSIVE POLICY AND PRACTICE *Ensuring that implementation remains flexible, current, and grounded in everyday classroom realities.*		
POTENTIAL ACTION STEPS	STEPS ALREADY TAKEN	PLAN TO MOVE FORWARD
Review and revise policies on a set schedule, incorporating teacher, student, and community feedback.		
Ensure policy updates are accompanied by implementation tools (e.g., lesson examples, rubrics, planning guides).		
Develop teacher-facing implementation guidance that connects policy to daily instruction.		
Create mechanisms for schools to pilot, document, and share local adaptations of district guidance.		

FOCUS AREA: CONTINUOUS MONITORING AND FEEDBACK *Embedding structures that support reflection, iteration, and long-term improvement.*		
POTENTIAL ACTION STEPS	STEPS ALREADY TAKEN	PLAN TO MOVE FORWARD
Identify clear indicators of progress aligned to each core commitment (e.g., equity, literacy, access).		
Use student, teacher, and leader feedback to refine strategies, resources, and tools over time.		
Develop a plan for transparent public reporting on AI integration, risks, and successes.		
Facilitate periodic learning cycles (e.g., school-year checkpoints) to adapt plans based on data.		

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KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Use these prompts to reflect on your district's readiness and approach to AI implementation. These questions are designed to spark honest dialogue, identify gaps, and inform shared priorities.

- **Discuss how your district is approaching AI integration as a long-term change process.** What phases or stages are planned—and how are they communicated?
- **Describe how different departments and leaders are collaborating on AI-related decisions.** Where is coordination strong, and where is it still developing?
- **Explain how your district balances policy development with practical classroom implementation.** How are teachers and school leaders involved in shaping and applying district guidance?
- **Describe how your district monitors the equity impact of AI implementation.** What data or evidence do you review—and who participates in interpreting it?
- **Explain how your AI implementation efforts are connected to broader district goals.** How is this work embedded in strategic planning, instructional priorities, or innovation pathways?

GOING DEEPER: ADDITIONAL QUESTIONS FOR REFLECTION

- **Discuss how your district prepares for the unknowns.** What systems are in place to remain responsive to rapid changes in AI tools, capabilities, and risks?
- **Discuss how feedback is gathered and used to adapt your AI strategy over time.** What mechanisms are in place for collecting insights from students, staff, and community members?

SUPPLEMENTAL RESOURCES

Framework for Implementing Artificial Intelligence (AI) in K-12 Education (ILO Group): A practical guide outlining district-wide and department-specific considerations for AI integration, including risk profiles, implementation examples, and strategies for ethical, scalable adoption.

Report of the NEA Task Force on Artificial Intelligence in Education: This report outlines five guiding principles for the ethical, equitable, and effective use of AI in education. Drawing on educator insights and research, it addresses AI's impact on teaching, learning, disability access, data privacy, and educator agency.

Commonsense Guardrails for Using Advanced Technology in Schools (AFT, 2025): This guide outlines nine core values to guide ethical and effective technology use in schools, including safety, educator autonomy, democracy, and sustainability. It includes actionable strategies, classroom examples, and collective bargaining recommendations to help educators, unions, and districts implement AI and other technologies responsibly.

North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools (NCDPI, 1/16/2024): The NCDPI AI Implementation Roadmap (p. 9-10) provides a phased approach, starting with foundational readiness through team creation, tool vetting, and staff training. It emphasizes inclusive planning, community engagement, continuous learning, and policy updates to ensure responsible and evolving AI integration. This adaptable framework offers a resource for effectively navigating the implementation of AI in educational settings.

SECTION

Equity and AI: Addressing Harmful Bias and Access

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Equity and AI: Addressing Harmful Bias and Access

WHY THIS MATTERS

AI holds the potential to advance educational equity—or to amplify existing disparities. Without intentional design and thoughtful implementation, AI systems can reproduce the very patterns of exclusion, underrepresentation, and limited access that public education seeks to dismantle.

Two critical equity challenges must be at the center of AI integration:

- **Structural bias in AI systems**, where datasets and algorithms reflect and reinforce social inequities.
- **Access and inclusion**, where digital divides affect who can meaningfully benefit from AI-powered tools.

These risks are not hypothetical. Predictive analytics may unintentionally flag students for intervention based on biased data. Automated grading tools may penalize linguistic differences. Hiring platforms might down-rank candidates whose experiences or even names differ from dominant norms.

At the same time, students across the Commonwealth face real disparities in access to high-speed internet, up-to-date devices, and inclusive learning environments. These divides—of **access, use, and design**—are highlighted in the 2024 U.S. National Educational Technology Plan and remain central to any effort to ensure AI supports all learners, not just some.

Ensuring equity in AI use is not simply a technical matter—it is a matter of justice. District leaders have the opportunity to center inclusion, challenge harmful assumptions, and use AI as a tool for educational opportunity when paired with oversight, community voice, and careful design.

The 2024 United States National Educational Technology Plan[2] highlights three key divides:

- **Access Divide**: Unequal availability of devices, internet, and digital content.
- **Use Divide**: Differences in how students and educators use AI for learning, creativity, and problem-solving.
- **Design Divide**: Gaps in teacher training on designing meaningful AI-based learning experiences.

This guidance document recommends attention to all 3 digital divides. Access and use divides are addressed through actions recommended in this section. Addressing design divides depends on approaches to AI literacy and is included here as well as in the sections teaching *about* AI, teaching *with* AI, and teaching academic integrity.

CORE DISTRICT COMMITMENTS

- Ensure equitable access
- Support inclusive design
- Center community voice
- Build equity-centered literacy
- Align with civil rights and accessibility laws
- Track and respond to equity data

2 US Department of Education. (2024). A call to action for closing the digital Access, Design, and use divides: 2024 National Educational Technology Plan. Office of Educational Technology. Retrieved March 12, 2025, from **https://portal.ct.gov/das/-/media/das/ctedtech/publications/2025/2025-used-oet-archive/netp24.pdf**

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: ACCESS DIVIDE *Ensuring equitable access to devices, internet, and inclusive digital content.*		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Audit device, internet, and ssistive technology access across all schools.		
Align tools with civil rights and accessibility standards (IEP, 504, multilingual learner needs).		
Prioritize infrastructure in areas where students face barriers to equitable digital access, including consistent internet connectivity and access to appropriate devices.		
Use disaggregated data to identify and close access gaps.		

FOCUS AREA: USE DIVIDE *Ensuring inclusive and meaningful student and educator use of AI tools.*		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Offer professional learning on equitable, safe, and ethical AI use.		
Use AI tools to support Universal Design for Learning principles.		
Analyze patterns in AI use across student groups.		
Use student and teacher feedback to shape classroom AI integration.		

FOCUS AREA: DESIGN DIVIDE *Ensuring inclusive design of tools and curriculum, with attention to bias and community voice.*		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Engage in harmful bias audits of AI tools.		
Apply **EdTech quality indicators** (safe, evidence-based, inclusive, usable, interoperable).		
Train educators to detect and challenge algorithmic bias.		
Host student and family focus groups on AI opportunities and risks.		
Publicly share how community input shapes tool selection.		

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Use these prompts to reflect on your district's readiness and approach to equity and AI. These questions are designed to spark honest dialogue, identify gaps, and inform shared priorities.

- **Describe how equity goals are embedded in your district's AI implementation plans.** What indicators are tracked over time to measure progress?
- **Describe how community input—including students and families—has informed AI guidance, tool selection, or implementation decisions.** How is transparency and community engagement built into your process?
- **Explain how your AI procurement and evaluation processes incorporate documented bias reviews and accessibility checks.** What protocols or rubrics guide these evaluations?

GOING DEEPER: ADDITIONAL QUESTIONS FOR REFLECTION

- **Discuss how your district disaggregates and regularly reviews data to monitor and address disparities in AI-supported learning.** What trends have you observed in access, usage, or outcomes for historically underserved student groups?
- **Describe the professional development your educators and staff receive related to bias awareness, accessibility, and inclusive AI practices.** How are related competencies embedded across roles?
- **Discuss how selected AI tools support students with IEPs, multilingual learners, and those with 504 accommodations.** How is compatibility verified and monitored?
- **Explain how students are taught to identify and critique bias in AI-generated content.** What instructional strategies or resources are used?
- **Discuss how infrastructure investments address gaps in device access, internet connectivity, or assistive technologies.** What barriers remain, and how are they being addressed?

SUPPLEMENTAL RESOURCES

Digital Promise K-12 Digital Equity Framework: The framework advances inclusive innovation, sustainability, and continuous improvement built on leadership, coherent systems, consistent access, digital competency, and powerful learning propelled by technology.

Module 3: Civil Rights, Accessibility, and Digital Equity (pp. 23-39): A primer and discussion guide highlighting access for individuals with disabilities, digital equity, accessibility and assistive technology, Universal Design for Learning (UDL), harmful bias and algorithmic discrimination.

Addressing the Digital Divide: 5 Goals Every District Must Reach (webinar/podcast): Goals include: 1) reliable access for all learners, 2) current and compatible devices for all students, 3) digital skills that match career readiness, 4) keeping student information secure, and 5) ensuring digital learning is accessible.

Generative Artificial Intelligence (AI) in K-12 Classrooms (Oregon Department of Education): Oregon provides detailed, actionable resources that can directly support equity efforts. It offers specific strategies (Table 1) for addressing bias, inaccuracy, plagiarism, copyright and licensing issues, and access equity, offering training modules for educators, family resources from Common Sense Media, digital literacy tools like Stanford's Civic Online Reasoning, and guidance from IB and AP about AI integrity.

Washington's Human-Centered AI Guidance for K–12 Public Schools: Ethical Considerations for AI: A Framework for Responsible Use (OPSI, July 1, 2024): Framework for responsible and ethical use of AI in education, emphasizing human oversight and reflection. Its "Human-AI-Human" model encourages AI use to start with human inquiry and end with human judgment, ensuring that technology supports rather than replaces human insight. The document also provides actionable guidelines for education leaders, IT professionals, teachers, students, and families, emphasizing equitable access, data privacy, bias detection, and continuous community engagement.

SECTION

Legal Foundations for AI Use

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Legal Foundations for AI Use

WHY THIS MATTERS

As AI is further embedded into K–12 education, schools and districts must ensure that its use complies with legal obligations that protect students' rights. These include requirements around privacy, accessibility, data governance, and public accountability. Legal compliance is not just a technical responsibility—it is foundational to maintaining trust and student safety.

AI use in education brings new layers of complexity to long-standing legal frameworks. Some tools may collect or process sensitive data, produce content that qualifies as educational records, or interfere with accessibility if not properly designed. As technology evolves, so too must district-level policies and procedures that safeguard legal compliance.

This section highlights core legal areas district leaders need to monitor and provides action steps to align AI implementation with Massachusetts and federal requirements.

LEGAL AREAS TO MONITOR

- Student Privacy
  - **FERPA** (Family Educational Rights and Privacy Act) – Protects access and disclosure of student education records.
  - **COPPA** (Children's Online Privacy Protection Act) – Regulates online services used by children under 13.
  - **PPRA** (Protection of Pupil Rights Amendment) – Governs surveys and data collection involving sensitive topics.
  - **Massachusetts Student Records Regulations (603 CMR 23.00)** - "[I]nsure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law."[3]
- Accessibility and Disability Rights: **IDEA, Section 504, ADA** – Ensure digital tools and instructional environments are accessible to all students, including those with disabilities and those receiving accommodations.
- Civil Rights Act (Title VI), Title IX, and EEO law (in hiring and promotion) - Review digital tools to ensure that AI use in educational programs, services, and employment practices are free from discrimination based on race, color, national origin (Title VI), sex (Title IX), and other protected characteristics.
- Data Governance and Security: Align AI-related data collection, storage, sharing, and deletion with local and state data governance policies, including those that define educational records and consent procedures, including **CIPA** – Internet safety and filtering (required for E-rate funding).
- Public Records: AI-generated content or decisions may be subject to public records requests under Massachusetts law.
- Procurement: Districts must ensure vendor contracts address AI capabilities, data practices, and compliance with privacy and accessibility laws.
- Copyright: Districts should monitor any updates to copyright laws at **https://www.copyright.gov/ai/** to ensure compliance with federal and state law.
- Misinformation and Deepfakes
  - **Massachusetts Bill H.4744: An Act to Prevent Abuse and Exploitation**

3 Massachusetts Department of Elementary and Secondary Education. (n.d.). 603 CMR 23.00: Student Records - Education Laws and regulations. **https://www.doe.mass.edu/lawsregs/603cmr23.html?section=01**

CORE DISTRICT COMMITMENTS

- Ensure compliance with federal and state laws
- Conduct ongoing legal and data audits
- Integrate AI guidance into existing policies
- Empower staff with knowledge of federal and state laws
- Ensure accessibility for all students
- Establish oversight and accountability structures
- Provide transparency and public accountability

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: COMPLIANCE WITH FEDERAL AND STATE LAWS

Clarifying how existing legal frameworks apply to AI tools and ensuring that all uses of AI align with federal and state protections.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Assess how FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, EEO, and CIPA apply to AI tools in use and/or being considered.		
Utilize DESE Student Data Privacy training resources to strengthen staff knowledge and understanding.		
Review Massachusetts laws as they apply to AI-generated content.		
Convene a cross-functional compliance review team.		

FOCUS AREA: ONGOING LEGAL AND DATA AUDITS

Establishing regular review processes to assess legal compliance, identify risks, and ensure documentation of how AI systems handle sensitive data.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Audit existing AI-related tools, including existing digital tools in which AI has been embedded, and vendor agreements for privacy, accessibility, and anti-discrimination compliance.		
Determine whether any AI-generated content qualifies as educational records or public records.		

FOCUS AREA: INTEGRATION OF AI GUIDANCE INTO EXISTING POLICIES

Embedding AI-related guidance into existing policies and documents so that expectations for use are clear, current, and adaptable.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Update policies that may be impacted by the use of AI such as responsible/ acceptable use, cybersecurity, data privacy, harassment and bullying, etc.		
Update guidance documents such as handbooks, syllabi, codes of conduct, etc.		
Define age-appropriate, role-specific expectations for AI use, considering appropriate DLCS skills in the process.		
Build flexibility into language to address evolving tools and capabilities.		

FOCUS AREA: INCREASED UNDERSTANDING OF FEDERAL AND STATE LAWS

Providing educators and staff with accessible, role-specific information to navigate the legal responsibilities associated with AI use.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Deliver training on legal risks and responsibilities tied to AI use.		
Create and share short, accessible summaries of key laws and their implications.		
Provide a feedback or flagging mechanism for staff concerns.		

FOCUS AREA: ACCESSIBILITY FOR ALL STUDENTS

Ensuring that all AI tools and platforms meet accessibility requirements and serve the needs of students with disabilities and multilingual learners.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Require all AI tools to meet IDEA, ADA, and 504 accessibility standards.		
Involve special education and multilingual learner support teams in procurement and evaluation.		
Assess AI tools and platforms for compatibility with assistive technology before deployment.		

FOCUS AREA: OVERSIGHT AND ACCOUNTABILITY STRUCTURES

Creating internal structures and designated roles to monitor legal compliance, review practices, and ensure cross-functional accountability.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Designate an AI legal compliance lead or cross-departmental working group.		
Establish routine policy and contract review timelines.		
Participate in state or regional AI-legal learning networks.		

FOCUS AREA: TRANSPARENCY AND PUBLIC ACCOUNTABILITY

Building systems to document, explain, and communicate AI use in ways that promote public trust and fulfill legal responsibilities.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Determine how AI-generated content or decisions are documented and stored.		
Communicate how AI tools are selected, governed, and evaluated.		
Ensure vendor contracts clearly define AI capabilities, data use, storage, retention and destruction, and public accountability terms.		

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KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Consider the prompts below to guide your team's discussion of legal responsibilities, and to identify specific practices that align with legal protections related to AI use in education.

- **Discuss how your district identifies and applies the laws that govern AI use, including FERPA, COPPA, PPRA, IDEA, Section 504, ADA, CIPA, and relevant Massachusetts laws.** How are these laws interpreted in the context of AI tools, and who is responsible for ensuring compliance? Identify a potential source of local legal counsel for issues that may fall outside the knowledge base of the AI legal compliance lead or cross-departmental working group.
- **Describe how your district audits AI tools, data systems, and third-party platforms for privacy, accessibility, and data-sharing practices.** What processes or teams are in place to lead these reviews?
- **Describe how your vendor contracts and procurement processes address AI-specific risks and responsibilities.** Consult the district's lawyer. What other legal issues should the district consider? Are there any factors that are unique to your district that raise additional concerns? What legal expectations—such as age limitations, data usage, transparency, or bias audits—are written into agreements?

GOING DEEPER: ADDITIONAL QUESTIONS FOR REFLECTION

- **Explain how your educators and school leaders are trained on legal responsibilities related to AI use.** What topics are included in this training, and how is it made relevant for different roles? How often are they trained on these responsibilities? How are new staff made aware of these responsibilities?
- **Discuss how teachers are supported to model legally responsible AI use in classrooms.** What expectations exist for disclosing tool use and limitations, protecting student data, and ensuring equitable access?
- **Explain how your district ensures that AI tools support students with disabilities and multilingual learners.** How is compliance with accessibility laws and accommodation requirements verified and documented?
- **Describe who in your district monitors legal and policy developments related to AI.** How is this information tracked and shared across departments?
- **Explain how your district ensures that policies are regularly updated to reflect changes in AI capabilities and legal frameworks.** What mechanisms are in place for review and revision?
- **Discuss how legal and compliance responsibilities related to AI are distributed across departments.** How do leaders in legal, technology, curriculum, and operations collaborate to ensure shared accountability?

Please be advised that this guidance document does not constitute legal advice. The Department of Elementary and Secondary Education can not provide legal counsel to local education agencies.

SUPPLEMENTAL RESOURCES

K-12 Gen AI Maturity Tool (CoSN): Guidance for the full range of necessary work in operational readiness, data readiness, technical readiness, security readiness, and legal/risk readiness (rubrics 3-6). The tool describes this work at the emerging, developing, and mature levels and offers a recommended policies list.

Module 2: Privacy and Data Security (pp. 12-16): Guidance for implementation aligned with US federal laws addressing privacy and data security, including COPPA, FERPA, IDEA, CIPA, and PPRA.

TEC Student Data Privacy Alliance Training Materials: The Education Collaborative provides schools and districts with support to negotiate privacy terms with software vendors and training materials.

Alabama AI Policy Template for Local Education Agencies (ASDE, June 2024): This resource outlines policies for AI governance, data privacy, procurement, risk management, and implementation, all while centering human oversight and educational equity. The template also emphasizes competency development for educators, ensuring they are equipped to navigate AI's technical, ethical, and pedagogical dimensions.

SECTION

AI Literacy: Teaching *about* AI

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AI Literacy: Teaching *about* AI

WHY THIS MATTERS

AI is becoming a defining feature of our digital landscape. It is already shaping how we communicate, access information, work, and learn. As AI tools and systems increasingly influence education, schools will need to do more than just introduce technology. AI literacy is an important literacy across the entire learning community. Students need to be empowered not just as users, but as informed, critical thinkers who understand how AI works, how it can mislead, and how to assess its impacts. Educators—including teachers, instructional leaders, and non-teaching staff—need foundational knowledge and practical strategies to use AI responsibly and equitably in instruction and operations.

Additionally, the development of AI literacy is connected to the broader elements of digital literacy; the core components of digital literacy provide the starting point for embedding AI literacy into curriculum and instruction. As captured in the DESE Digital Literacy and Computer Science Massachusetts Curriculum Framework, digital literacy is essential to prepare students for personal and civic efficacy as well as the innovative and creative careers of the future. The abilities to effectively use and create technology, including AI, to solve complex problems are essential literacy skills.

TeachAI, a coalition of education leaders and organizations brought together to assist governments and education authorities in teaching with and about AI, explains:

> ***AI Literacy*** *represents the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create with, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.*[4]

AI literacy involves more than understanding how AI systems work; it also requires developing critical thinking skills that enable learners to identify misinformation, recognize algorithmic bias, analyze information sources, and maintain a sense of ethical self-direction online. Integrating digital literacy and civic education frameworks provides actionable strategies for these skills, helping students become discerning digital citizens. By examining the ways AI can influence narratives and shape online experiences, educators can support learners in navigating information landscapes responsibly.

AI literacy also includes an understanding of personal and environmental impacts of technology use. Students can explore how their digital actions contribute to their virtual footprint, including data permanence, privacy, and ethical online behavior. Additionally, environmentally conscious considerations, such as evaluating energy use, e-waste, and sustainable digital tools, also play a role. Integrating these perspectives into learning prepares students to engage thoughtfully with AI and digital environments.

For system leaders and local administrators, AI literacy means understanding how to evaluate tools, shape policies, and lead professional learning grounded in ethical and effective use. Families and caregivers benefit from clear communication and shared guidance on how AI is used in learning, along with opportunities to engage in conversations about its benefits and risks. Community partners, including business, higher education, and civic organizations, play a role in extending learning beyond school and connecting students to real-world applications of AI. Across all stakeholder groups, the level and kind of AI literacy needed may differ, but all stakeholders play a role in building an education system that is informed, transparent, inclusive, and future-ready.

4 OECD (2025). Empowering learners for the age of AI: An AI literacy framework for primary and secondary education (Review draft). OECD. Paris. **https://ailiteracyframework.org**

CORE DISTRICT COMMITMENTS

- Define AI literacy goals for all stakeholders
- Integrate AI literacy into curriculum through digital literacy
- Provide professional learning for educators and staff
- Engage students as critical thinkers and co-designers
- Involve families and community in AI awareness
- Promote ethical reflection and informed use across roles

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: DEFINE AI LITERACY GOALS

Establishing a shared understanding of AI literacy for students, educators, leaders, families, and community partners.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify AI literacy competencies for students, educators, support staff, families, and leaders.		
Align student outcomes with both Digital Literacy and Computer Science (DLCS) standards as detailed in the Massachusetts DLCS frameworks ensuring a deeper understanding of the foundations of AI.		
Define role-specific expectations for school leaders, instructional staff, and community partners.		
Create shared language for staff and students to describe responsible AI use and risks based on understanding how AI is built.		

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FOCUS AREA: CURRICULUM AND INSTRUCTIONAL INTEGRATION

Embedding AI literacy into curriculum planning, digital literacy, and classroom practice.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Agree on a guiding framework to organize district-wide AI literacy.		
Integrate AI topics such as bias, ethics, misinformation, data privacy, algorithm use, and environmental impacts into instructional planning.		
Collaborate with curriculum teams to embed AI literacy into units across grade levels and content areas.		
Ensure instructional materials and activities reflect cultural responsiveness and accessibility.		

FOCUS AREA: PROFESSIONAL LEARNING FOR EDUCATORS AND STAFF

Building staff confidence and competence to teach, model, and support AI literacy.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Offer differentiated professional learning for teachers, administrators, and non-instructional staff.		
Provide coaching, peer collaboration, and shared planning time focused on AI literacy practices.		
Create quick-reference resources tailored to various staff roles and the ways in which they may interact with AI.		
Support instructional leaders in evaluating AI tools and guiding responsible classroom use.		

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FOCUS AREA: STUDENT ENGAGEMENT AND CO-DESIGN

Positioning students as active learners, critical users, and co-creators in AI literacy efforts.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Engage students in scenario-based learning that includes critical evaluation of AI tools.		
Invite students to co-create classroom norms for AI use and academic integrity.		
Encourage student reflection on authorship, fairness, and bias in AI-generated content.		
Create space for students to design and lead projects exploring ethical AI use.		
Create opportunities for students to design and implement coding projects that integrate AI services.		

FOCUS AREA: FAMILY AND COMMUNITY ENGAGEMENT

Making AI literacy visible, inclusive, and connected to authentic learning experiences through partnerships.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Host AI-focused workshops and listening sessions with multilingual supports.		
Share accessible, plain-language communications that explain AI's role in instruction.		
Partner with local civic, business, and higher education organizations to connect AI learning to real-world pathways.		
Build district-community dialogue around student AI literacy as part of future readiness.		

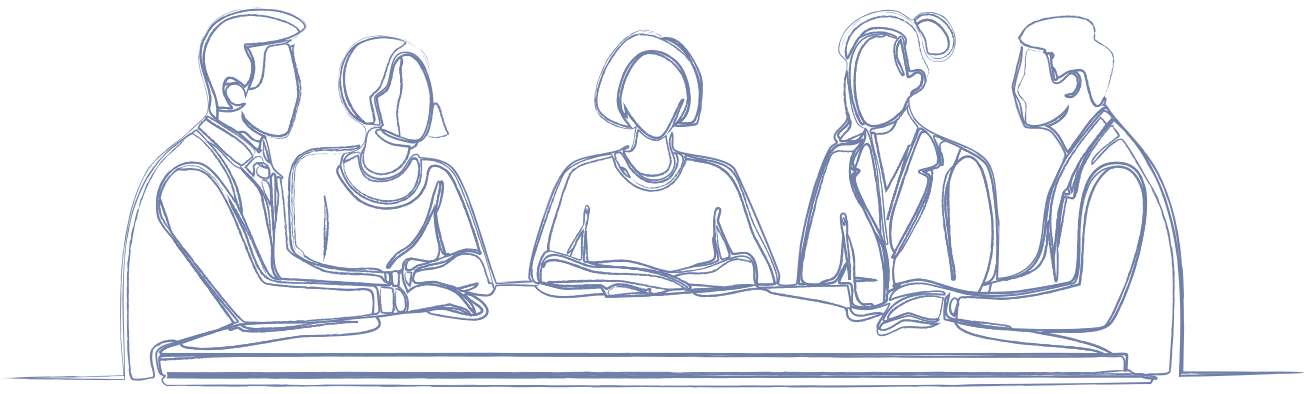
KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Use these discussion prompts to explore how your district is building AI literacy across roles and settings while integrating it into broader digital literacy integration. Focus on developing a shared understanding of what it means to teach *about* AI—centering equity, ethics, and critical thinking. These questions support alignment across initiatives and help ensure that all students gain the skills to engage with AI thoughtfully and responsibly.

- **Define how AI literacy fits within your digital literacy integration plan.** How are students, educators, leaders, families, and community partners included in shaping this shared understanding?
- **Discuss whether your district is using a consistent definition and framework to guide AI literacy.** Are concepts like understanding, evaluating, and using AI applied across teaching and planning?
- **Describe how AI literacy is embedded into curriculum planning.** How are concepts such as bias, ethical use, and data privacy integrated into core content areas—not just technology classes?

GOING DEEPER: ADDITIONAL QUESTIONS FOR REFLECTION

- **Identify the different AI literacy competencies needed for various roles in your district.** How are expectations differentiated for students, classroom teachers, administrators, and support staff?
- **Explain how AI literacy connects to your district's existing strategic planning goals and strategies.** What opportunities exist to align this work across initiatives?
- **Explain the systems in place to support educators learning about AI.** What professional learning, coaching, or collaborative planning opportunities exist to build teacher capacity?
- **Discuss how non-instructional staff are supported in understanding AI's relevance to their roles.** What resources or entry points are provided for staff who support students in other capacities?
- **Describe how students are actively involved in shaping AI literacy in classrooms.** In what ways are students contributing to the design of projects, discussions, or classroom norms around AI?
- **Explain how families and community members are invited to engage in AI literacy efforts.** What communication strategies or events help build shared understanding and trust?
- **Identify the partnerships that could extend AI literacy into real-world settings.** How can local organizations, higher education partners, or civic groups help connect classroom learning to broader applications?
- **Describe how your district ensures equitable access to AI literacy learning.** How are students from diverse backgrounds supported in exploring, critiquing, and creating with AI?
- **Discuss how your district addresses opportunity gaps in AI literacy.** What strategies are in place to ensure multilingual learners, students with disabilities, and underserved groups are meaningfully included?



SUPPLEMENTAL RESOURCE

Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education (TeachAI, 2025): Provides a comprehensive, interdisciplinary guide for developing AI literacy in primary and secondary education, aligning with international standards like the EU AI Act and the OECD's digital competence goals. It outlines essential knowledge, skills, and attitudes learners need to engage with, create, manage, and design AI systems responsibly. Districts can use this framework as a foundational resource to integrate AI literacy into curricula, professional development, and policy, fostering a human-centered, ethical approach to AI in education.

AI Readiness Framework: What Students, Educators, and District Leaders Need to Know (aiEDU, 2024): This three-part framework outlines AI literacy and readiness competencies for students and educators, and includes a district-level rubric for systems integration.

North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools (NCDPI, 2024): The document offers practical, age-specific recommendations for teaching AI literacy, including concrete ideas like discussing AI is not real, media literacy, and analyzing images for AI signs. It also highlights crucial topics for training such as understanding model workings, bias, hallucinations, and protecting privacy.

Learning with AI, Learning about AI (California Department of Education): Emphasizes the need to demystify the technology and understand how it produces output, including potential inaccuracies and biases. It explicitly recommends integrating the AI4K12 5 Big Ideas (Perception, Representation, Reasoning, Learning, Societal Impact) into the curriculum as a framework for teaching AI concepts based on developmental levels. The document links learning about AI to existing computer science standards, covering areas like computing systems, data analysis, algorithms, programming, and the impacts of computing.

Mississippi Artificial Intelligence: Guidance for K-12 Classrooms (Mississippi Department of Education): Offers a model for integrating AI literacy within a broader digital learning framework. It organizes AI use through the lens of five core digital learning components: digital citizenship, standards-aligned content & tools, active learning & engagement, formative assessment & feedback, and accessibility. This approach embeds AI literacy into technology integration rather than treating it as a standalone initiative. This structure can help districts frame AI as one element of comprehensive digital literacy, encouraging alignment with existing instructional goals and providing actionable strategies for cross-curricular technology skill-building.

SECTION

AI Literacy: Teaching *with* AI

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AI Literacy: Teaching *with* AI

WHY THIS MATTERS

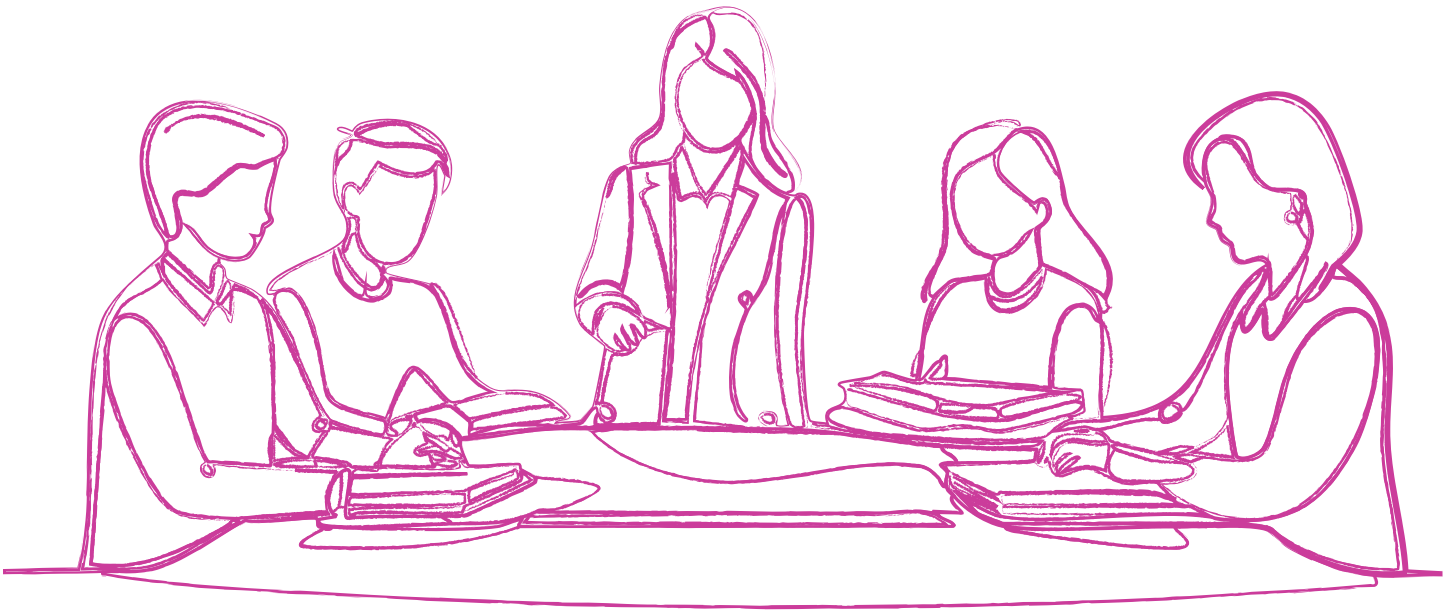
AI is not just changing what students need to learn—it's changing how they can learn. Teaching with AI is about thoughtfully integrating AI tools into classroom instruction to support personalization, accessibility, and deeper engagement. But this integration is not automatic. It requires intentional shifts in pedagogy, assessment, and teacher practice.

As educators explore how to co-design with AI, provide feedback through it, or guide students in its ethical use, they must be supported by systems-level planning, clear expectations, and professional development. School and district leaders play a vital role in creating the conditions for effective and equitable AI use: aligning AI use with standards, ensuring access, supporting teacher learning, and promoting student agency and reflection.

Teaching with AI is not about replacing educators—it's about empowering them to facilitate rich, human-centered learning experiences in AI-enhanced environments. When districts lead this work intentionally, they can help all learners—across all backgrounds—access the benefits of this transformative shift.

CORE DISTRICT COMMITMENTS

- Align AI integration with curriculum and standards
- Promote ethical and critical use of AI
- Support universal design for learning principles
- Create equitable opportunities for student AI use
- Redesign assessment practices for an AI-rich environment
- Invest in ongoing professional learning and collaboration



LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: CURRICULUM ALIGNMENT AND ACCESS

Aligning AI use with academic standards and ensuring equitable access to meaningful tools.

Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Align classroom AI use with core content curriculum frameworks and Digital Literacy and Computer Science standards.		
Identify subject areas where AI enhances inquiry, creativity, and/or analysis.		
Determine where AI can enhance knowledge and understanding of content standards when embedded into instructional practices.		
Evaluate where AI is being used within industries and embed those tools and learning experiences within courses.		
Ensure equitable access to age-appropriate, vetted AI tools across grade levels and content areas.		
Support cross-disciplinary collaboration to plan integrated AI-enhanced units.		

FOCUS AREA: CRITICAL THINKING AND ETHICAL USE *Embedding AI-related reflection, ethics, and transparency into instruction.*		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Create and/or curate lessons for students focused on fairness, authorship, and bias when using AI.		
Include ethical AI use expectations in classroom technology guidelines and media literacy policies.		
Guide teachers in modeling and facilitating conversations when using AI as a resource.		
Encourage regular student reflection on how AI shapes learning, feedback, and/or outcomes.		

FOCUS AREA: TEACHER PRACTICE AND INSTRUCTIONAL DESIGN *Supporting educators in co-designing instruction with AI for engagement, differentiation, and inclusion.*		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Curate example use cases that show how AI can support Universal Design for Learning.		
Offer professional development, preferably with a job-embedded component, on designing AI-integrated lessons and assignments.		
Allow for use of AI in lesson planning, feedback cycles, or assessment design—paired with reflection.		
Facilitate teacher-led professional learning communities (PLCs) and/or coaching cycles to share AI-enhanced strategies and adaptations.		

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FOCUS AREA: STUDENT AI USE AND LEARNING DESIGN

Helping students use AI thoughtfully to support inquiry, creativity, and iterative learning.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Incorporate metacognitive prompts about AI use into projects and classroom activities.		
Shift emphasis from final product to exploration, reflection, and peer collaboration.		
Provide task scaffolds and classroom routines that position AI as a thought partner—not an answer engine.		

FOCUS AREA: ASSESSMENT AND INTEGRITY IN AN AI-RICH ENVIRONMENT

Redesigning classroom assessment to reflect process, transparency, and ethical AI use.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Guide development of rubrics that assess process and reasoning as well as ethical use of AI tools.		
Pilot assessment formats where students explain, justify, or annotate their use of AI.		
Provide teachers with alternatives to detection tools that emphasize transparency and trust.		
Encourage grading practices that value reflection, revision, and strategic AI engagement.		

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Use these discussion prompts to guide conversations about how AI tools are used in instruction. Focus on developing shared language, instructional alignment, and capacity across roles—while ensuring AI use supports equity, ethics, and grade-appropriate student-centered learning.

- **Clarify how your district defines teaching with AI and how this fits within your broader instructional vision.** How are teachers and leaders making sense of the opportunities and risks of using AI as part of the learning process? If applicable, describe how AI use in the classroom aligns with your district's Portrait of a Learner, Portrait of a Graduate or Portrait of an Educator. How is this alignment communicated and reinforced across instructional decisions?
- **Explain how your district supports teacher learning about AI-integrated instruction.** What professional development, peer learning, or coaching opportunities focus specifically on classroom use?
- **Discuss how your district ensures that students from all backgrounds have meaningful opportunities to learn with AI.** What barriers exist in instructional use, and how are you addressing them?

GOING DEEPER: ADDITIONAL QUESTIONS FOR REFLECTION

- **Describe how AI use in the classroom aligns with your district's goals for digital citizenship, academic integrity, and equity.** How is this alignment communicated and reinforced across instructional decisions?
- **Explain how your district identifies the instructional competencies needed to teach effectively with AI.** What support is available for teachers learning how to design AI-enhanced lessons or evaluate AI outputs?
- **Discuss whether your district is using a consistent framework to guide the instructional use of AI.** How are you helping educators understand when, why, and how to use AI tools in alignment with and to enhance learning outcomes?
- **Describe how AI is integrated into curriculum planning, not just treated as a standalone technology skill.** In what ways is AI use most relevant in particular disciplines, and how are teams planning collaboratively to integrate its use?
- **Discuss how all staff (e.g., librarians, instructional assistants, counselors) are supported in understanding the implications of AI for student learning.** How are these roles included in capacity-building efforts?
- **Describe how students are engaged in shaping how AI is used in learning.** How do students provide feedback, co-create norms, or engage in inquiry-based AI learning?
- **Explain how families and community members are informed about and invited into conversations about classroom AI use.** What communications or events helped build understanding and trust?
- **Identify partnerships that can support the instructional use of AI through real-world connections.** How might local organizations, industry partners, or higher education institutions help expand student opportunities and/or provide teachers with the knowledge and understanding of how AI tools are being used across industries?
- **Describe how your district ensures that multilingual learners, students with disabilities, and other historically underserved groups are fully supported in AI-integrated instruction.** How are tools selected, adapted, or supplemented to support diverse learners?

SUPPLEMENTAL RESOURCES

AI Literacy: A Framework to Understand, Evaluate, and Use Emerging Technology (Digital Promise): A research-informed guide designed to help educational leaders foster AI literacy in their schools. The framework focuses on three core areas: understanding, evaluating, and using AI. The framework empowers educators and students to critically and responsibly interact with AI tools.

Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education (TeachAI): Provides a comprehensive, interdisciplinary guide for developing AI literacy in primary and secondary education, aligning with international standards like the EU AI Act and the OECD's digital competence goals. It outlines essential knowledge, skills, and attitudes learners need to engage with, create, manage, and design AI systems responsibly. Districts can use this framework as a foundational resource to integrate AI literacy into curricula, professional development, and policy, fostering a human-centered, ethical approach to AI in education.

Washington Implementing AI: A Practical Guide for the Classroom (OSPI): Useful for teaching with AI due to its central human-centered approach and detailed frameworks for practical classroom integration. It provides a 5-Step Scaffolding Scale and Example Assignment Matrix for educators to guide student AI use, links AI to pedagogical strategies like differentiation and Universal Design for Learning, and offers explicit guidance on ethical use, assignments, and assessment for teachers. It also supports integrating AI across subjects and addressing equitable access through pedagogical approaches.

Mississippi Artificial Intelligence: Guidance for K-12 Classrooms (Mississippi Department of Education): Offers actionable strategies for teachers and administrators to leverage AI tools across key pedagogical functions, presenting specific examples organized by digital learning components like Standards-Aligned Content, Active Learning, Formative Assessment, and Accessibility. It details how AI can support teachers in areas like lesson planning, differentiation, assessment analysis, and providing timely feedback, while also outlining student uses for personalization, research, and accessibility. The guide emphasizes digital citizenship and PD for effective classroom implementation.

Artificial Intelligence in Louisiana Schools: Guidelines for K-12 Schools (LDE, 2024): Offers a structured AI Integration Tiered Approach, linking AI use levels (Empowered, Enhanced, Assisted, Prohibited) to the SAMR model with content examples to guide pedagogical choices (p. 5-8). It positions AI as a partner to empower educators and students, emphasizes safeguards, monitoring, and transparency in classroom use, and highlights the potential of AI to support students with exceptionalities and multilingual learners.

Massachusetts AI Literacy for Educators: The Massachusetts Department of Elementary and Secondary Education, Office of Educational Technology, in partnership with the Collaborative for Educational Services (CES), and AI Consultant, Greg, Kuloweic, developed this resource as an introduction to AI literacy for Massachusetts educators. This resource helps educators build AI literacy through practical support, real-world examples, and guided reflection. This is not a classroom toolkit — instead, the focus is on developing an understanding of AI.

SECTION

Academic Integrity

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Academic Integrity

WHY THIS MATTERS

AI tools are reshaping how students write, create, and engage with content. With a few prompts, students can generate summaries, solve problems, or draft essays—challenging long-held assumptions about originality and authorship in education. This reality presents an opportunity to promote ethical learning and reinforce academic integrity. That means helping students reflect on their process, make intentional choices, and take ownership of their learning—even when AI is part of it.

Students often struggle with basic citation, paraphrasing, and attribution—even before the introduction of generative AI. As AI becomes more prevalent, guidance will evolve to clarify when to cite, when to quote, and how to disclose tool use transparently and appropriately. This shift includes modeling how AI contributions differ from traditional sources and when citation is required.

It is also important to acknowledge the social dynamics around disclosure. Research suggests that students who openly share their use of AI are sometimes judged more harshly, leading to reluctance to be transparent.[5] This consideration is important as schools work to create cultures where honesty is normalized and met with trust—not suspicion.

Finally, while AI detection tools may seem like a quick fix, they are often inaccurate, reinforce punitive mindsets, and undermine a culture of learning. A culture of integrity centered on relationships, reflection, and instruction in the AI era requires more than rules. It requires shared understanding, teacher modeling, inclusive norms, and systems that reward transparency rather than punish it. Schools can move beyond detection and toward deeper engagement with thinking, authorship, and ethical collaboration with tools.

CORE DISTRICT COMMITMENTS

- Define and model ethical AI use
- Create safe spaces for disclosure
- Teach academic integrity as a skill
- Redesign assessments for process and thinking
- Discourage AI detection tools
- Support educators with training and tools



5 Gonsalves, C. (2024). Addressing student non-compliance in AI use declarations: implications for academic integrity and assessment in higher education. Assessment & Evaluation In Higher Education. **https://doi.org/10.1080/02602938.2024.2415654**

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: DEFINE AND MODEL ETHICAL AI USE

Creating clear expectations for responsible use and helping students understand how, when, and why to disclose AI involvement.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Establish a district-wide expectation around when to disclose the use of AI (e.g., content generation, process aid, informational use, tool used).		
Based on the tool or application, define consistent citation and attribution practices across grade levels and disciplines, where appropriate, and encourage use as tools rather than as sources of knowledge or facts that are referenced.		
Communicate expectations in student handbooks, academic integrity policies, syllabi, and classroom norms.		
Help educators model disclosure by explicitly identifying how they use AI in their own work.		

FOCUS AREA: REDESIGN ASSESSMENTS FOR PROCESS AND THINKING

Revising tasks and rubrics to center reflection, metacognition, and student decision-making over final output.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Lead district- and school-level discussions about shifting to process-based and AI-aware assessments.		
Provide exemplar rubrics and model assignments that reward transparency, reasoning, and creativity.		
Encourage student reflection on their use of AI—what, why, and how it supported their thinking.		
Create opportunities for students to share drafts, decisions, and challenges as part of assessment.		

FOCUS AREA: TEACH AND SCAFFOLD INTEGRITY

Supporting students in developing the skills, vocabulary, and ethical reasoning to make responsible choices with AI.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Embed AI integrity, authorship, and citation topics in ELA, social studies, science, digital citizenship, and other curricula.		
Provide teachers with lessons and materials on how to contrast student vs. AI-generated work.		
Offer professional development that helps educators scaffold ethical decision-making across grade bands.		
Support cross-curricular units or inquiry projects that explore ethical use of emerging technologies.		

FOCUS AREA: FOSTER A CULTURE OF SAFE DISCLOSURE

Encouraging open conversations and building trust-based systems that normalize responsible AI use.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Publicly adopt a district stance that supports honest disclosure and discussion.		
Eliminate reliance on AI detection tools and instead use instructional tools and clear communication of expectations to promote reflection.		
Facilitate classroom dialogues and norm-setting activities focused on clear expectations, transparency and integrity in AI use.		
Engage families in conversations about academic integrity and AI to build shared understanding and trust.		

FOCUS AREA: SUPPORT EDUCATORS WITH TOOLS AND PROFESSIONAL DEVELOPMENT *Equipping teachers with the resources, time, and support needed to guide students through AI-integrated learning with integrity.*		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Provide role-specific professional development on guiding AI-integrated student work and modeling transparency.		
Share curated resources: sample tasks, disclosure templates, rubric language, and reflection prompts.		
Build time into professional learning communities (PLCs) or content teams for educators to co-design integrity-centered instructional approaches (e.g., honesty, respect, and responsibility) that reduces over-reliance on AI-detection tools.		
Encourage educators to share their own AI use and model ethical decision-making during planning and instruction.		

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Use the following prompts to guide your team's reflection on academic integrity in an AI-rich environment. These questions are designed to support ethical, inclusive, and instructionally grounded decision-making across classrooms and policies.

- **Discuss how your district defines appropriate AI use and disclosure in student work.** How are expectations communicated across schools, grade levels, and content areas, particularly as AI becomes integrated into productivity and publishing tools?
- **Explain how students are taught to recognize ethical boundaries and take ownership of their work when using AI.** What lessons, discussions, or modeling support this learning?
- **Describe your district's stance on AI detection tools.** How are you balancing the need for academic integrity with student agency and trust?

GOING DEEPER: ADDITIONAL QUESTIONS FOR REFLECTION

- **Describe how your district is shifting assessments to value process, metacognition, and transparency.** How are rubrics and assignments being adapted to reflect this?
- **Discuss how your district creates a safe culture for students to disclose AI use.** What signals or systems communicate that honesty is supported—not punished? How is your district fostering a culture of transparency around AI use that protects students from punitive responses and instead encourages ethical reflection and responsible attribution?
- **Explain how educators are supported in guiding students through ethical AI use.** What professional learning, collaboration, or tools are helping them lead this work? How are educators supported to navigate and teach emerging norms in academic publishing and scholarship related to AI-generated content? Are there examples or models being used from higher education or journalism?
- **Discuss how your district supports students who struggle with foundational citation skills including quoting, paraphrasing, and citing sources.** How are these approaches evolving in the context of AI-assisted writing?
- **Discuss how families and communities are included in conversations about AI and academic integrity.** How is transparency extended beyond the classroom?
- **Describe how your district's integrity policies evolve as new AI capabilities emerge.** Who is responsible for ensuring your approach remains inclusive, adaptive, and values-driven?

SUPPLEMENTAL RESOURCES

Guidance and Considerations for Using Artificial Intelligence in Oklahoma K-12 Schools **(Oklahoma Education, April 2024)**: Demonstrates a practical tool for academic integrity: the AI Acceptable Use Rating Scale, which clearly defines levels of acceptable AI use from "No AI Use" to "Full AI Use with Human Oversight." For each level, it outlines specific Disclosure Requirements, such as including a statement, submitting links to AI chats, or citing AI-created content.

Guidance, Considerations, and Intentions for the Use of Artificial Intelligence in West Virginia Schools (WVDE, March 2025): Focuses on updating existing policies to address AI and academic integrity, recommending revisiting definitions of cheating and plagiarism. It explicitly advises educators to refrain from using AI detection tools due to reliability concerns and requires students and teachers to openly acknowledge and describe AI usage, providing sample citation resources for MLA, APA, and Chicago styles. The document also suggests restructuring assignments to require personal context or original data to reduce opportunities for plagiarism.

Colorado Roadmap for AI in Education: Advocates for districts to rethink traditional notions of plagiarism and cheating and instead emphasize how students can responsibly use AI as a tool. Key recommendations include developing policy for transparent and ethical use, clearly defining acceptable student uses, and teaching students how to verify AI-generated information for truthfulness. The guidance suggests reviewing and updating existing academic integrity, conduct, and discipline policies rather than necessarily creating entirely new ones, focusing on shared understanding and clear expectations for disclosure and responsible use. Also includes links to resources such as a **Framework for Improving the Role of Teaching with AI**.

SECTION

District Operations

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District Operations

WHY THIS MATTERS

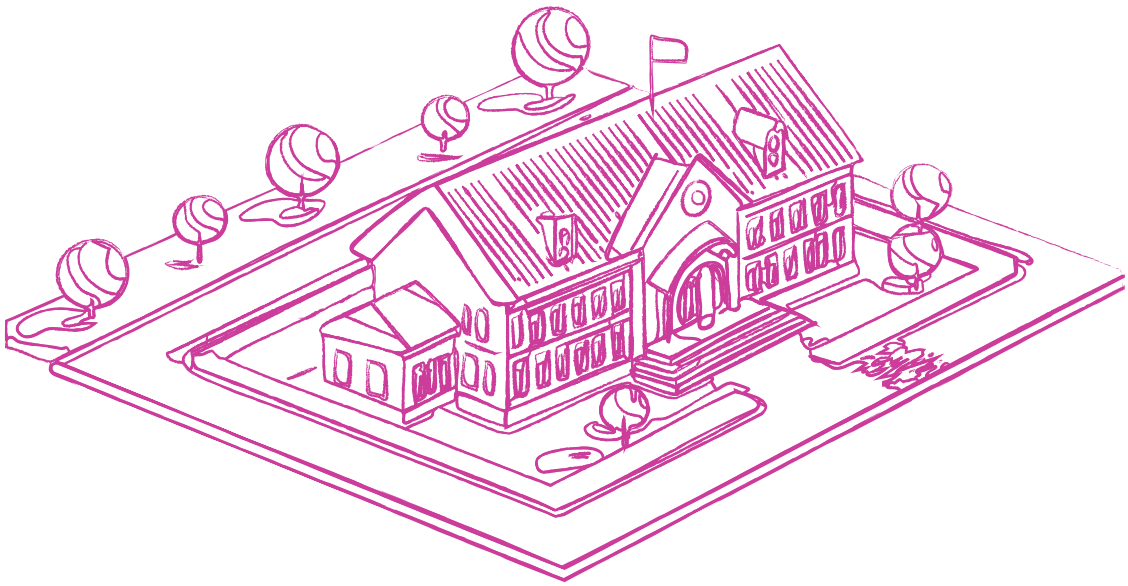
As AI becomes embedded across educational tools and systems, its influence extends well beyond the classroom. AI is increasingly embedded in the tools and systems that districts use for budgeting, staffing, resource allocation, and operational decision-making. Often invisible, these systems use predictive modeling, automation, and recommendation algorithms to support leaders—but they also introduce risks related to bias, transparency, privacy, and accountability.

AI can help districts forecast trends, streamline processes, and surface patterns in data that support strategic planning. However, without thoughtful oversight, AI systems may reflect flawed assumptions, limit human discretion, or reinforce inequities in funding, hiring, or access to services.

To maintain consistent, responsible use across these domains, districts may seek to define clear oversight roles for AI-related decisions, ensure coordination across departments, and establish shared implementation principles. This cross-cutting alignment and strategic oversight includes tracking where AI is in use, documenting how decisions are made, and preparing to explain or revise those decisions when necessary. This coordinating focus can be integrated into policy and planning efforts as a foundational practice that ensures AI supports district values across all operational areas. Approaching operational uses of AI with the same attention to ethical principles, communication, equity, and legality as with instructional tools offers a foundation for transparent, human-centered oversight any time that AI influences resource decisions affecting students, staff, and schools.

CORE DISTRICT COMMITMENTS

- Ensure transparency and oversight
- Support human judgment and review
- Monitor for bias and equity risks
- Strengthen data literacy and interpretation
- Use responsible procurement practices
- Align with legal requirements and community values



LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

FOCUS AREA: BUDGETING AND FINANCIAL PLANNING Ensuring that AI-informed financial tools are transparent, equitable, and responsive to community needs.		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Review data sources and assumptions behind AI-generated financial projections.		
Assess whether automated recommendations contribute to or help resolve disparities across schools or student groups.		
Create processes to ensure financial forecasts remain flexible and responsive to demographic or policy shifts.		
Train finance teams to interpret outputs with attention to equity and community impact.		

FOCUS AREA: HUMAN RESOURCES AND HIRING Centering human judgment and legal compliance in AI-supported personnel decisions.		
Potential Action Steps	**Steps Already Taken**	**Plan to Move Forward**
Audit all AI-assisted HR systems for biased data sets, opaque algorithms, and adverse impacts.		
Develop clear policies that define when and how human review must be incorporated in hiring and evaluation decisions.		
Disclose AI use to job applicants and staff and offer alternatives or accommodations as needed.		
Provide HR staff with training on how to evaluate and monitor AI-supported platforms.		
Offer professional learning for principals and central office staff on the responsible use of AI in evaluations, including legal, ethical, and privacy considerations.		

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FOCUS AREA: DATA USE AND DASHBOARDS

Supporting data literacy and fostering transparency in AI-generated insights used for planning and decision-making.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Train school and district leaders to interpret AI-generated data and understand system limitations.		
Establish review cycles to evaluate the accuracy, usefulness, and fairness of recommendation systems.		
Prioritize tools that surface model assumptions, input sources, and known limitations to end users.		
Use data collaboratively— ensuring school-based leaders and teams are involved in review and response.		

FOCUS AREA: PROCUREMENT AND VENDOR MANAGEMENT

Embedding transparency, legality, and ethical safeguards into purchasing decisions.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Require vendors to disclose where and how AI is used in their platforms or services.		
Ask vendors to provide details on model training, data sources, governance, and bias mitigation strategies.		
Include contract language requiring compliance with FERPA, 603 CMR 23.00, and all applicable data protection laws.		
Establish a procurement review team that includes instructional, legal, and equity perspectives for vetting tools that include the use of AI.		

Focus Area: Cross-Departmental and Strategic Oversight Ensuring departments are engaging in collaborative decision-making and oversight.		
Determine how AI use across operational departments reflects the district's core values such as equity, transparency, and human-centered leadership.		
Engage a cross-departmental team that includes a lead from each department responsible for coordinating AI practices across the district.		

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS

Use the prompts below to guide discussion about how AI is embedded in operational systems and decision-making. Focus on transparency, equity, legal compliance, and the role of human judgment in applying AI-generated insights.

BUDGETING AND FINANCIAL PLANNING

- **Describe how your district uses AI-supported platforms for financial forecasting, budget modeling, or resource allocation.** What assumptions or data sources drive those projections, and how transparent are they to stakeholders?
- **Discuss how AI-generated budgeting insights may affect funding decisions between schools or student groups.** Are these systems helping to reduce or reinforcing existing disparities?
- **Explain how flexibility is preserved in budgeting decisions influenced by AI.** How do you avoid rigid, formula-based allocations when context or equity considerations call for discretion?

HUMAN RESOURCES AND HIRING

- **Identify any AI-supported hiring or evaluation tools currently in use in your district.** How are these tools evaluated for legal compliance, accuracy, and bias?
- **Describe how your district ensures that all HR decisions involve meaningful human judgment.** What safeguards are in place to preserve fairness and discretion?
- **Explain how applicants and employees are informed when AI is used in the hiring or evaluation process.** What steps has the district taken to ensure transparency and trust?

DATA USE AND DASHBOARDS

- **Discuss how your leadership teams are trained to interpret AI-generated insights and dashboards.** What supports exist to ensure insights are contextualized, not over-relied upon?
- **Explain how automated recommendations are reviewed and monitored.** How do you check for misinterpretations or unintended consequences?
- **Describe how your dashboards communicate the limitations of AI-generated predictions.** Are users able to understand where the data comes from and how it should (or should not) be used?

PROCUREMENT AND VENDOR MANAGEMENT

- **Review how your current procurement processes account for AI.** Do RFPs and purchasing decisions require vendors to disclose where and how AI is embedded in their tools?
- **Explain how vendors are vetted regarding AI model training, data handling, and equity or accessibility safeguards.** What questions or criteria are used?
- **Describe how contract language protects student data privacy when AI is involved.** How do you ensure compliance with FERPA, 603 CMR 23.00, and related laws?

CROSS-CUTTING AND STRATEGIC OVERSIGHT

- **Discuss how your district ensures that AI use in operations reflects core values such as equity, transparency, and human-centered leadership.** What principles guide implementation across departments?
- **Identify who is responsible for coordinating operational AI practices across departments.** How is oversight structured, and how is consistency ensured?
- **Describe how decisions involving AI are documented.** How is your district preparing to explain or defend those decisions publicly if needed?

SUPPLEMENTAL RESOURCE

The **K-12 Gen AI Maturity Tool** developed by CoSN and the Council of the Great City Schools offers supplemental resources for work across departments. The tool provides a clear, domain-based rubric to assess and improve district capacity in operational areas such as procurement, staffing, and data governance. It provides detailed maturity benchmarks and action recommendations for ethical procurement, AI-related vendor oversight, compliance processes, financial planning for AI staffing, and continuous staff development.

The **Framework for Implementing Artificial Intelligence (AI) in K-12 Education** developed by the ILO Group, supports various operational departments in a school system. It outlines both district-wide and department-specific strategies for integrating AI, providing practical scenarios and considerations. Departments such as Curriculum & Instruction, Special Education, Student Support Services, Enrollment, Facilities & Operations, Human Resources, Family & Community Engagement, and IT Management can each find tailored guidance to enhance their operations with AI. This framework encourages cross-departmental collaboration to ensure AI is implemented responsibly, equitably, and effectively throughout the educational ecosystem.

Artificial Intelligence and Accessibility (Mass.gov): This Massachusetts-specific resource offers guidance on ensuring AI tools meet accessibility standards, outlining best practices for procuring and developing AI products that are compatible with assistive technologies and free from digital barriers for users with disabilities. Districts can use this resource to strengthen procurement processes, and as AI becomes embedded in operational systems, this guidance can help maintain equitable access and legal compliance in technology acquisitions.

SECTION

Conclusion

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Conclusion

This guidance is not the final word on AI in education—it's a foundation for local action and shared learning. The rise of AI in our schools presents both powerful opportunities and complex challenges. It calls on us, as educators and leaders, to think critically, act ethically, and build systems that center equity, transparency, and human dignity.

Massachusetts has long led with thoughtful innovation in public education. As AI becomes more deeply embedded in tools, classrooms, and operations, we must approach its use with the same care we bring to every major educational shift—with collaboration, humility, and a clear focus on student learning and well-being.

This document offers a roadmap, not a script. Local context matters. Districts will engage with these ideas in different ways, and implementation will evolve as technology, policy, and pedagogy continue to shift. Our hope is that these principles, frameworks, and examples provide a strong starting point for developing guidelines, policies and practices that are both forward-thinking and grounded in community values.

We can work together, so that AI supports—not replaces—the relationships, insight, and creativity that define great teaching and learning. The future of education will not be built by machines. It will be built by educators, students, families, and communities who understand how to use these tools wisely—and who never lose sight of the human purpose of education.

SECTION

Appendix: District AI Integration Potential Actions Checklists

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Appendix: District AI Integration Potential Actions Checklists

IMPLEMENTATION FRAMEWORK FOR SCHOOLS AND DISTRICTS

FOCUS AREA: CHANGE MANAGEMENT AND PHASED INTEGRATION

Establishing a roadmap for AI adoption that supports gradual, sustainable growth.

- Define clear phases of implementation (e.g., exploration, piloting, scale-up) with goals at each stage.
- Create an internal timeline that supports reflection, feedback, and mid-course corrections.
- Document lessons learned from early pilots to inform next-stage planning.
- Embed AI efforts into broader strategic planning processes, including operational goals, technology vision and expectations and instructional improvement cycles.

FOCUS AREA: CROSS-FUNCTIONAL LEADERSHIP AND COLLABORATION

Creating leadership structures that support coherence and shared responsibility.

- Form a cross-departmental implementation team (e.g., instruction, technology, special education, data and assessment, finance, human resources, etc.).
- Designate point people in each department to lead and communicate about AI-related work.
- Establish regular meeting times to review alignment and surface emerging needs (this could be during already established leadership or team meetings).
- Include building leaders and teachers in decision-making and rollout planning.
- Establish partnerships with industry partners, policymakers, organizations, families, and students to co-create AI guidance and support shared accountability.

FOCUS AREA: RESPONSIVE POLICY AND PRACTICE

Ensuring that implementation remains flexible, current, and grounded in everyday classroom realities.

- Review and revise policies on a set schedule, incorporating teacher, student, and community feedback.
- Ensure policy updates are accompanied by practice tools (e.g., lesson examples, rubrics, planning guides).
- Develop teacher-facing implementation guidance that connects policy to daily instruction.
- Create mechanisms for schools to pilot, document, and share local adaptations of district guidance.

FOCUS AREA: CONTINUOUS MONITORING AND FEEDBACK

Embedding structures that support reflection, iteration, and long-term improvement.

- Identify clear indicators of progress aligned to each core commitment (e.g., equity, literacy, access).
- Use student, teacher, and leader feedback to refine strategies, resources, and tools over time.
- Develop a plan for transparent public reporting on AI integration, risks, and successes.
- Facilitate periodic learning cycles (e.g., school-year checkpoints) to adapt plans based on data.

EQUITY AND AI: ADDRESSING HARMFUL BIAS AND ACCESS

FOCUS AREA: ACCESS DIVIDE

Ensuring equitable access to devices, internet, and inclusive digital content.

- Audit device, internet, and assistive tech access across all schools.
- Align tools with civil rights and accessibility standards (IEP, 504, MLL needs).
- Prioritize infrastructure in areas where students face barriers to equitable digital access, including consistent internet connectivity and access to appropriate devices.
- Use disaggregated data to identify and close access gaps.

FOCUS AREA: USE DIVIDE

Ensuring inclusive and meaningful student and educator use of AI tools.

- Offer professional learning on equitable, creative, and ethical AI use.
- Use AI tools to support Universal Design for Learning principles.
- Analyze patterns in AI use across student groups.
- Use student and teacher feedback to shape classroom AI integration.

FOCUS AREA: DESIGN DIVIDE

Ensuring inclusive design of tools and curriculum, with attention to bias and community voice.

- Require harmful bias audits for AI tools.
- Apply **EdTech quality indicators** (safe, evidence-based, inclusive, usable, interoperable).
- Train educators to detect and challenge algorithmic bias.
- Host student and family focus groups on AI opportunities and risks.
- Publicly share how community input shapes tool selection.

LEGAL FOUNDATIONS FOR AI USE

FOCUS AREA: COMPLIANCE WITH FEDERAL AND STATE LAWS

Clarifying how existing legal frameworks apply to AI tools and ensuring that all uses of AI align with federal and state protections.

- Assess how FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, EEO, and CIPA apply to AI tools in use.
- Review Massachusetts laws as they apply to AI-generated content.
- Convene a cross-functional compliance review team.

FOCUS AREA: ONGOING LEGAL AND DATA AUDITS

Establishing regular review processes to assess legal compliance, identify risks, and ensure documentation of how AI systems handle sensitive data.

- Audit existing AI-related tools and vendor agreements for privacy, accessibility, and anti-discrimination compliance.
- Determine whether any AI-generated content qualifies as educational records or public records.

FOCUS AREA: INTEGRATION OF AI GUIDANCE INTO EXISTING POLICIES

Embedding AI-related guidance into existing policies and documents so that expectations for use are clear, current, and adaptable.

- Update policies that may be impacted by the use of AI such as responsible/acceptable use, cybersecurity, data privacy, harassment and bullying, etc.
- Update guidance documents such as handbooks, syllabi, codes of conduct, etc.
- Define age-appropriate, role-specific expectations for AI use, considering appropriate DLCS skills in the process.
- Build flexibility into language to address evolving tools and capabilities.

FOCUS AREA: INCREASED UNDERSTANDING OF FEDERAL AND STATE LAWS

Providing educators and staff with accessible, role-specific information to navigate the legal responsibilities associated with AI use.

- Deliver training on legal risks and responsibilities tied to AI use.
- Create and share short, accessible summaries of key laws and their implications.
- Provide a feedback or flagging mechanism for staff concerns.

FOCUS AREA: ACCESSIBILITY FOR ALL STUDENTS

Ensuring that all AI tools and platforms meet accessibility requirements and serve the needs of students with disabilities and multilingual learners.

- Require all AI tools to meet IDEA, ADA, and 504 accessibility standards.
- Involve special education and multilingual learner support teams in procurement and evaluation.
- Confirm AI tools and platforms for compatibility with assistive technology before deployment.

FOCUS AREA: OVERSIGHT AND ACCOUNTABILITY STRUCTURES

Creating internal structures and designated roles to monitor legal compliance, review practices, and ensure cross-functional accountability.

- Designate an AI legal compliance lead or cross-departmental working group.
- Establish routine policy and contract review timelines.
- Participate in state or regional AI-legal learning networks.

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FOCUS AREA: TRANSPARENCY AND PUBLIC ACCOUNTABILITY

Building systems to document, explain, and communicate AI use in ways that promote public trust and fulfill legal responsibilities.

- Determine how AI-generated content or decisions are documented and stored.
- Communicate how AI tools are selected, governed, and evaluated.
- Ensure vendor contracts clearly define AI capabilities, data use, and public accountability terms.

AI LITERACY: TEACHING *ABOUT* AI

FOCUS AREA: DEFINE AI LITERACY GOALS

Establishing a shared understanding of AI literacy for students, educators, leaders, families, and community partners.

- Identify AI literacy competencies for students, educators, support staff, families, and leaders.
- Align student outcomes with both Digital Literacy and Computer Science (DLCS) standards as detailed in the Massachusetts DLCS frameworks ensuring a deeper understanding of the foundations of AI.
- Define role-specific expectations for school leaders, instructional staff, and community partners.
- Create shared language for staff and students to describe responsible AI use and risks based on understanding how AI is built.

FOCUS AREA: CURRICULUM AND INSTRUCTIONAL INTEGRATION

Embedding AI literacy into curriculum planning, media literacy, and classroom practice.

- Agree on a guiding framework to organize district-wide AI literacy.
- Integrate AI topics such as bias, ethics, misinformation, data privacy, algorithm use, and environmental impacts into instructional planning.
- Collaborate with curriculum teams to embed AI literacy into units across grade levels and content areas.
- Ensure instructional materials and activities reflect cultural responsiveness and accessibility.

FOCUS AREA: PROFESSIONAL LEARNING FOR EDUCATORS AND STAFF

Building staff confidence and competence to teach, model, and support AI literacy.

- Offer differentiated professional learning for teachers, administrators, and non-instructional staff.
- Provide coaching, peer collaboration, and shared planning time focused on AI literacy practices.
- Create quick-reference resources tailored to various staff roles and the ways in which they may interact with AI.
- Support instructional leaders in evaluating AI tools and guiding responsible classroom use.

FOCUS AREA: STUDENT ENGAGEMENT AND CO-DESIGN

Positioning students as active learners, critical users, and co-creators in AI literacy efforts.

- Engage students in scenario-based learning that includes critical evaluation of AI tools.
- Invite students to co-create classroom norms for AI use and academic integrity.
- Encourage student reflection on authorship, fairness, and bias in AI-generated content.
- Create space for students to design and lead projects exploring ethical AI use.
- Create opportunities for students to design and implement coding projects that integrate AI services.

FOCUS AREA: FAMILY AND COMMUNITY ENGAGEMENT

Making AI literacy visible, inclusive, and connected to real-world applications through partnerships.

- Host AI-focused workshops and listening sessions with multilingual supports.
- Share accessible, plain-language communications that explain AI's role in instruction.
- Partner with local civic, business, and higher education organizations to connect AI learning to real-world pathways.
- Build district-community dialogue around student AI literacy as part of future readiness.

AI LITERACY: TEACHING *WITH* AI

FOCUS AREA: CURRICULUM ALIGNMENT AND ACCESS

Aligning AI use with academic standards and ensuring equitable access to meaningful tools.

- Align classroom AI use with both curriculum frameworks and Digital Literacy and Computer Science standards.
- Identify subject areas where AI enhances inquiry, creativity, and/or analysis.
- Determine where AI can enhance knowledge and understanding of content standards when embedded into instructional practices.
- Evaluate where AI is being used within industries and embed those tools and learning experiences within courses.
- Ensure equitable access to age-appropriate, vetted AI tools across grade levels and content areas.
- Support cross-disciplinary collaboration to plan integrated AI-enhanced units.

FOCUS AREA: CRITICAL THINKING AND ETHICAL USE

Embedding AI-related reflection, ethics, and transparency into instruction.

- Create and/or curate lessons for students focused on fairness, authorship, and bias when using AI.
- Include ethical AI use expectations in classroom technology guidelines and media literacy policies.
- Guide teachers in modeling and facilitating conversations when using AI as a resource for decision-making.
- Encourage regular student reflection on how AI shapes learning, feedback, or outcomes.

FOCUS AREA: TEACHER PRACTICE AND INSTRUCTIONAL DESIGN

Supporting educators in co-designing instruction with AI for engagement, differentiation, and inclusion.

- Curate example use cases that show how AI can support Universal Design for Learning.
- Offer professional development, preferably with a job-embedded component, on designing AI-integrated lessons and assignments.
- Allow for use of AI in lesson planning, feedback cycles, or assessment design—paired with reflection.
- Facilitate teacher-led professional learning communities (PLCs) and/or coaching cycles to share AI-enhanced strategies and adaptations.

FOCUS AREA: STUDENT AI USE AND LEARNING DESIGN

Helping students use AI thoughtfully to support inquiry, creativity, and iterative learning.

- Design student assignments where AI supports brainstorming, drafting, and revision.
- Incorporate metacognitive prompts about AI use into projects and classroom activities.
- Shift emphasis from final product to exploration, reflection, and peer collaboration.
- Provide task scaffolds and classroom routines that position AI as a thought partner—not an answer engine.

FOCUS AREA: ASSESSMENT AND INTEGRITY IN AN AI-RICH ENVIRONMENT

Redesigning classroom assessment to reflect process, transparency, and ethical AI use.

- Guide development of rubrics that assess process and reasoning as well as ethical use of AI tools.
- Pilot assessment formats where students explain, justify, or annotate their use of AI.
- Provide teachers with alternatives to detection tools that emphasize transparency and trust.
- Encourage grading practices that value reflection, revision, and strategic AI engagement.

ACADEMIC INTEGRITY

FOCUS AREA: DEFINE AND MODEL ETHICAL AI USE

Creating clear expectations for responsible use and helping students understand how, when, and why to disclose AI involvement.

- Establish a district-wide expectation around when to disclose the use of AI (e.g., content generation, process aid, informational use, tool used).
- Based on the tool or application, define consistent citation and attribution practices across grade levels and disciplines, where appropriate, and encourage use as tools rather than as sources of knowledge or facts that are referenced.
- Communicate expectations in student handbooks, academic integrity policies, syllabi, and classroom norms.
- Help educators model disclosure by explicitly identifying how they use AI in their own work.

FOCUS AREA: REDESIGN ASSESSMENTS FOR PROCESS AND THINKING

Revising tasks and rubrics to center reflection, metacognition, and student decision-making over final output.

- Lead district- and school-level discussions about shifting to process-based and AI-aware assessments.
- Provide exemplar rubrics and model assignments that reward transparency, reasoning, and creativity.
- Encourage student reflection on their use of AI—what, why, and how it supported their thinking.
- Create opportunities for students to share drafts, decisions, and challenges as part of assessment.
- Focus Area: Teach and Scaffold Integrity
- *Supporting students in developing the skills, vocabulary, and ethical reasoning to make responsible choices with AI.*
- Embed AI integrity, authorship, and citation topics in ELA, social studies, science, digital citizenship, and other curricula.
- Provide teachers with lessons and materials on how to contrast student vs. AI-generated work.
- Offer professional development that helps educators scaffold ethical decision-making across grade bands.
- Support cross-curricular units or inquiry projects that explore ethical use of emerging technologies.

FOCUS AREA: FOSTER A CULTURE OF SAFE DISCLOSURE

Encouraging open conversations and building trust-based systems that normalize responsible AI use integrity and without fear.

- Publicly adopt a district stance that supports honest disclosure and discussion of uses over punishment or surveillance.
- Eliminate reliance on AI detection tools and instead use instructional tools and clear communication of expectations to promote reflection.
- Facilitate classroom dialogues and norm-setting activities focused on transparency and integrity.
- Engage families in conversations about academic integrity and AI to build shared understanding and trust.

Focus Area: Support Educators with Tools and Training

Equipping teachers with the resources, time, and support needed to guide students through AI-integrated learning with integrity.

- Provide role-specific professional development on guiding AI-integrated student work and modeling transparency.
- Share curated resources: sample tasks, disclosure templates, rubric language, and reflection prompts.
- Build time into professional learning communities (PLCs) or content teams for educators to co-design integrity-centered instructional approaches (e.g., honesty, respect, and responsibility).
- Encourage educators to share their own AI use and model ethical decision-making during planning and instruction.

DISTRICT OPERATIONS

FOCUS AREA: BUDGETING AND FINANCIAL PLANNING

Ensuring that AI-informed financial tools are transparent, equitable, and responsive to community needs.

- Review data sources and assumptions behind AI-generated financial projections.
- Assess whether automated recommendations contribute to or help resolve disparities across schools or student groups.
- Create processes to ensure financial forecasts remain flexible and responsive to demographic or policy shifts.
- Train finance teams to interpret outputs with attention to equity and community impact.

FOCUS AREA: HUMAN RESOURCES AND HIRING

Centering human judgment and legal compliance in AI-supported personnel decisions.

- Audit all AI-assisted HR systems for biased data sets, opaque algorithms, and adverse impacts.
- Develop clear policies that define when and how human review must be incorporated in hiring and evaluation decisions.
- Disclose AI use to job applicants and staff and offer alternatives or accommodations as needed.
- Provide HR staff with training on how to evaluate and monitor AI-supported platforms.
- Offer professional learning for principals and central office staff on the responsible use of AI in evaluations, including legal, ethical, and privacy considerations.

FOCUS AREA: DATA USE AND DASHBOARDS

Supporting data literacy and fostering transparency in AI-generated insights used for planning and decision-making.

- Train school and district leaders to interpret AI-generated data and understand system limitations.
- Establish review cycles to evaluate the accuracy, usefulness, and fairness of recommendation systems.
- Prioritize tools that surface model assumptions, input sources, and known limitations to end users.
- Use data collaboratively— ensuring school-based leaders and teams are involved in review and response.

FOCUS AREA: PROCUREMENT AND VENDOR MANAGEMENT

Embedding transparency, legality, and ethical safeguards into purchasing decisions.

- Require vendors to disclose where and how AI is used in their platforms or services.
- Ask vendors to provide details on model training, data sources, governance, and bias mitigation strategies.
- Include contract language requiring compliance with FERPA, 603 CMR 23.00, and all applicable data protection laws.
- Establish a procurement review team that includes instructional, legal, and equity perspectives for vetting AI tools.

FOCUS AREA: CROSS-DEPARTMENTAL AND STRATEGIC OVERSIGHT

Ensuring departments are engaging in collaborative decision-making and oversight.

- Determine how AI use across operational departments reflects the district's core values such as equity, transparency, and human-centered leadership.
- Engage a cross-departmental team that includes a lead from each department responsible for coordinating AI practices across the district.

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SECTION

Supplemental Resources Citations

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Supplemental Resources Citations

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BOSTON Public Schools	**Superintendent's Circular**	NUMBER: TECH-06 Version 01

BOSTON PUBLIC SCHOOLS ARTIFICIAL INTELLIGENCE (AI) POLICY

Approved by the Boston School Committee on June 10, 2026. This policy will remain in effect unless rescinded or superseded by a subsequent version.

I. Vision, Core Values, and Guidelines

Vision

Boston Public Schools (BPS) is committed to the responsible, ethical, and effective use of Artificial Intelligence (AI) to support teaching, learning, and district operations. AI is a tool to support and enhance, not replace, human judgment, professional expertise, and critical thinking. This policy establishes district-wide expectations for the safe and appropriate use of AI by staff and students. It is grounded in our commitments to student learning, data privacy, and transparency.

AI technologies are rapidly evolving and may produce inaccurate, biased, or incomplete outputs. As such, AI-generated content must be reviewed critically and used with professional and academic judgment. AI must not be used as the sole basis for decisions that significantly impact students or staff, including grading, placement, discipline, or evaluation.

Reviewed on 7/7/2026

Core Values

BPS recognizes both the opportunities and risks of AI and is committed to implementing this policy grounded in the following core values:

- Human-Centric Approach: AI will support and enhance - *not replace* - human connection, collaboration, and capabilities. Educators, staff, and students remain responsible for all decisions and outputs.
- Safety, Privacy, & Security: The protection of student and staff data is paramount. AI systems and tools must meet district standards for data privacy, security, and compliance.
- Equity & Inclusion: AI must be designed and implemented thoughtfully to promote equitable access to educational opportunities for all students, regardless of background or learning needs. This also includes cultivating the awareness that AI can reinforce harmful stereotypes, misrepresent cultures, infer bias, and contain inaccuracies.
- Responsible Use: AI tools should be used in a manner that is socially responsible, safe, and legal. This includes prioritizing privacy and security of student and staff data, being mindful of potential biases or misinformation, and avoiding overreliance.
- Purposeful Use: AI should be used to support meaningful goals, improve experiences for students and staff, and reflect our values. We recognize its risks, including bias, overreliance, and environmental impact, and commit to using AI only when it adds clear value to teaching, learning, or district operations.

Reviewed on 7/7/2026

- Transparency & Explainability: Students and staff must disclose when AI is used and explain, to the extent possible, how AI contributed to a decision or output.
- Continuous Learning: BPS will continuously evaluate AI tools and practices and update our guidance and policy as technology evolves.

AI Guidelines

For day-to-day operational guidance, classroom application, and practical decision-making, educators, students, families, and staff should reference the BPS AI Guidelines.

II. Governance, Data Privacy, and Security

Implementation Responsibility

The District will maintain a centralized list of all approved AI tools, provide required training, and establish guidelines for implementation. School leaders are responsible for ensuring staff understand and consistently apply this policy. All staff and students are responsible for adhering to these expectations.

Procurement and Vendor Oversight

- Mandatory Vetting: All AI tools must undergo a Privacy Impact Assessment (PIA) for compliance with FERPA (Family Educational Rights and Privacy Act), COPPA (Children's Online Privacy Protection Act), and District security standards. *Visit our website to learn about the approval process.*

Reviewed on 7/7/2026

- Data Ownership: District data remains District property and cannot be used by vendors to train public AI models. To ensure compliance with this principle, contracts must include language noting this requirement.
- Vendor Disclosure: Vendors are required to disclose AI capabilities within their products, including updates that add AI functionality to existing portals and/or tools.
- Technical Control: The District must retain the ability to enable, disable, or restrict specific AI functionalities within any adopted software.

Use of AI with Student and Staff Data

Students and staff may only use AI tools that have been reviewed and approved by the District and included on the District's published list of approved AI tools.

- Prohibited Use: Under no circumstances may students or staff enter personally identifiable information (PII), including student names, IDs, IEPs, 504 plans, health records, or any confidential information, into unapproved AI tools (e.g. open AI platforms or personal accounts).
- Responsibility: All users are responsible for protecting student data. When in doubt, users must not input data into an AI tool and should seek guidance from the Office of Technology.
- Use of Non-Approved Tools: The use of personal, non-approved AI tools for school-related work is prohibited when it involves district data or student information.

Reviewed on 7/7/2026

For more information about student data privacy, read BPS Superintendent Circular ODA-03.

Bias and Unintended Outcomes

AI systems may produce outputs that reflect bias, inaccuracies, or unintended harmful impacts due to limitations in data or design. BPS requires that:

- AI outputs used for instruction, grading, communication, or decision-making are reviewed for bias, accuracy, and appropriateness.
- AI must not be used in ways that disadvantage individuals or groups based on protected class.
- Students and staff are trained on AI literacy and taught to evaluate AI-generated content and identify potential bias and misinformation.

Security

- Secure Logins: Access to AI systems containing sensitive data will be governed by single-sign on, role-based access controls and multi-factor authentication (MFA).
- Data Breaches: The District will follow its cybersecurity protocols for any AI-related breaches.

Reviewed on 7/7/2026

III. AI in Teaching, Learning, and Professional Practice

AI Literacy and Training

Responsible use of AI requires foundational knowledge and ongoing learning. BPS will require students and staff to be trained in AI literacy, which is the ability to understand, evaluate, and use AI technologies in a responsible, safe, and effective manner, regardless of whether you use AI tools or not. AI literacy is a necessary skill for all staff and students because we are all exposed to AI-generated content and impacted by AI-driven decisions.

- Staff Training: All new staff will complete required training on AI use, including data privacy, bias, instructional use, and ethical considerations. Ongoing professional learning will be provided throughout the year as technology, tools, and expectations evolve.
- Student Learning: Students will receive age-appropriate instruction on AI literacy, including how AI works, its limitations, and how to use it both responsibly and critically. Before using AI tools for an assignment, students should first receive foundational AI literacy instruction from a teacher at their school.
- Family Support: BPS will provide resources to support families in understanding AI use, risks, and expectations.

Use of AI Tools for Instruction

- AI may be used to support differentiation, feedback, and instructional planning with district-approved curriculum. All

AI use must maintain academic rigor, uphold learning standards, and reinforce the integrity of the human-led teaching and learning process.
- Educators and staff must apply their professional expertise to review AI-generated outputs before use, ensuring accuracy, developmental appropriateness, inclusivity, and ethical application.

Use of AI Tools for Grading & Assessment

AI must not be used as the sole basis for grading, discipline, or academic evaluation. Teachers using AI tools for grading and assessment must exercise human judgment, transparency, and be able to explain how and why they used an AI tool. AI tools should not be used to make final decisions about student grades, placement, or evaluation.

- Use of AI Detection Tools: AI detection tools must not be used as the sole or primary basis for determining academic dishonesty. Output from these tools is not considered definitive evidence of AI misuse and may not be used independently to assign grade penalties.
- Procedure for Review: When academic dishonesty is suspected, educators must use professional judgment, review student work over time, and engage in direct student conversation. If inappropriate AI use is identified, educators must follow the BPS Code of Conduct. In accordance with Superintendent Circular SUP-5, students must be given an opportunity to explain their thinking, parents/guardians must be notified, and educators must document concerns, evidence, and outcomes as part of a

consistent and transparent process. If a school includes AI usage within their school-based rules, there must be an allowance for a hearing to address any suspected academic dishonesty, consistent with the BPS Code of Conduct procedures.

Use of AI Notetakers

The use of third-party AI tools for recording or transcribing virtual meetings is prohibited unless they are District-approved tools and active consent is obtained from all participants.

IV. Prohibited Uses of AI

The following uses of AI are prohibited for all members of the BPS community, including staff and students. The use of AI to harm, harass, or damage the reputation of others is strictly prohibited. This includes but is not limited to:

- Creation, distribution, or use of AI-generated audio, video, or images, including deepfakes or manipulated content, that clone or falsely depict real individuals without their knowledge and explicit consent.
- Use of AI tools to generate harmful, threatening, violent, or inappropriate content.

For more information about bullying, read BPS Superintendent Circular SSS-18 Bullying Prevention and Intervention Plan and section 14.9 of the BPS Code of Conduct.

Reviewed on 7/7/2026

AI-Generated Harm and Deepfake Response

In alignment with Massachusetts state guidance, BPS will respond to incidents involving AI-generated harm, including deepfakes by:

- Promptly investigating all reports involving students or staff.
- Taking immediate steps to stop the distribution of harmful content and preserve relevant evidence.
- Providing appropriate support to impacted students, including social-emotional and counseling resources.
- Addressing incidents in accordance with the BPS Code of Conduct, Bullying Prevention policies, and applicable legal requirements.

School leaders are responsible for ensuring a timely response, documentation, and notify BPS Safety Services in all matters.

Violations of this policy will be addressed and may result in disciplinary action in alignment with the BPS Code of Conduct, Acceptable Use Policy, and applicable staff policies.

V. Use of AI by Students

AI can support student learning when used appropriately and responsibly. Expectations for student use will be developmentally appropriate and guided by teachers. Students must:

- Follow district, school, and classroom expectations for AI use.
- Only use approved AI tools when directed by a teacher.

Reviewed on 7/7/2026

- Not use AI tools to replace their own critical thinking, learning, skill building, and effort.
- Never enter any personal or confidential information into AI tools.
- Verify the accuracy of AI-generated content.
- Properly cite or disclose AI use as required by their teacher or school.
- Use AI responsibly and must not engage in cyberbullying, harassment, or harm to others, including the creation of AI-generated content intended to mislead, embarrass, or damage the reputation of others.

For information about academic misconduct, read section 14.2 of the BPS Code of Conduct.

Age-Appropriate Use

AI use will be differentiated by grade level, with defined expectations and guidance for elementary and secondary students and with increasing access and responsibility as students progress.

Assessments

The use of AI during quizzes, tests, or projects that are assessed is prohibited unless explicitly authorized by the teacher.

Reviewed on 7/7/2026

VI. Family Engagement

Families will be provided with information that supports them with:

- Understanding student data privacy protections, district safeguards, and responsible data sharing practices.
- Reinforcing ethical, responsible, and academically honest AI use at home, including appropriate attribution and boundaries.
- Working with their children to critically evaluate AI-generated content for accuracy, credibility, and potential misinformation.
- Access to district-provided resources or training to build understanding of AI tools and their appropriate use.

VII. Policy Review and Updates

This policy will be reviewed annually and updated to reflect evolving technology, legal requirements, and district priorities. BPS will communicate updates to stakeholders and privacy guidance to support implementation as AI tools and use cases continue to develop.

VIII. Appendix: Reference Circulars

- TECH-01/02/03: Technology Governance and Purchasing
- ODA-03: Student Data Privacy
- SSS-18: Bullying Prevention and Intervention

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- SUP-05: Code of Conduct & Academic Integrity
- ODA-02: Test Security and Ethics
- FIN-07: Purchasing Guidelines
- HRS PM Series: Staff Evaluation and Personnel Records
- CAO-08: BPS Grading Policy

IX: Glossary of Terms

Artificial Intelligence (AI): Technology that can perform tasks that usually require human thinking, such as writing, analyzing information, or making predictions.

AI Detection Tools: Software designed to determine whether content was generated by artificial intelligence. These tools are known to have limitations in accuracy and may produce false or biased results.

AI Literacy: The ability to understand how AI works, evaluate its outputs critically, recognize its limitations and risks, and use it responsibly and effectively.

Approved AI Tools: AI tools that have been reviewed and authorized by BPS through its Privacy Impact Assessment and governance process and are included on the District's published list of approved tools.

Bias: When an AI system produces results that are unfair or inaccurate for certain people or groups.

Data Breach: A security incident where sensitive, confidential, or protected information is accessed, stolen, or used by an unauthorized party. These incidents involve the loss of control or

exposure of personal (PII), financial, or health data. Breaches can be intentional or accidental.

Deepfake: AI-generated or manipulated images, videos, or audio that falsely show a real person doing something they did not, often in a way that is misleading, harmful, or deceptive.

Generative AI (GenAI): AI that can create new content, such as text, images, audio, and code.

Hallucinations: When an AI system gives false or misleading information and presents it as if it were true.

Large Language Model (LLM): A type of AI that is trained on large amounts of text and can generate human-like writing.

Misinformation: False or inaccurate information that can mislead people.

Overreliance: Depending too much on AI tools, which may lead to unrealistic expectations of AI capabilities and hinder the development of critical thinking and other essential skills.

Personally Identifiable Information (PII): Information that can be used to identify a person, such as name, student ID, address, date of birth, or records such as Individual Education Plans (IEPs), 504 Plans, and health information.

Plagiarism: Presenting someone else's work or ideas as one's own without giving proper credit.

Shadow AI: Using AI tools without the knowledge or approval of the District, especially when using for school or work-related purposes.

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Training Data: The data used to train an AI system, which influences how it generates outputs and may introduce bias or limitations.

For additional information, please see the BPS AI Policy Frequently Asked Questions.

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