Prosser School District

Regular Board Meeting

Date and Time

Wednesday October 14, 2026 at 6:00 PM PDT

Location

Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Join Zoom Meeting:
https://prosserschools-org.zoom.us/j/84742629936?pwd=vH7ttmXyePeDKmuUEasyAL9NqTI2RK.1
Meeting ID: 847 4262 9936
Passcode: 783736
One tap mobile:
+12532050468,84742629936#,*783736

The Prosser School District Board of Directors will hold a Regular Board Meeting on Wednesday, October 14, 2026, at 6:00pm in the Prosser School District Boardroom, 1203 Prosser Ave., Prosser WA 99350.

Agenda

Presenter

I. Opening Items

A. Call the Meeting to Order

		Presenter
B.	Pledge of Allegiance	
C.	Record Attendance	
D.	Approval of Agenda	

II. Protocol for Addressing the Board

A.	Welcome to the Board Meeting!	

III. Hearing of Visitors

IV. Information Items

A.	Building Report: Prosser High School	Bryan Bailey
B.	Department Review: Transportation Department	Jaime Martinez
C.	Department Review: Special Services	Jennifer Allen

V. Discussion Items

A. RECAP: Out of State Travel: Migrant Staff to Virginia Beach, VA

Lisa Huerta
Celina Hazzard
Dina Gonzalez
Elizabeth Cena Avina

B. Community Partnership - Grocery Outlet and Whitstran Elementary

Welcome Martin Nolasco and Johnny Kirk

C.	AI - Student Discussion	Student Board Representatives
D.	Change of Forms to Procedure 6102P	Shawn Cook

VI. Student Representative Reports

A.	Student Representative Olivia Smasne	
B.	Student Representative Ezri Roy	

		Presenter
C.	Student Representative Reagan Andrews	

VII. Action Items

A.	Pacific Clinic Pool Facility Usage Agreement	Jackson Haak
B.	2026 Mother Daughter Dance	Jason Crook
C.	FCA Club Name Change	Mackenzie Lopez
D.	PLC at Work Institute	Jodi Sabin
E.	Kitchen Modernization Project	Shawn Cook & Darlene Morrow
F.	Comprehensive Healthcare Service Agreement 2026-2028	Kevin Gilman
G.	Emergency Certificate	Kevin Gilman
H.	Out of Endorsement	Kevin Gilman
I.	Vouchers and Payroll	Business and Operations

VIII. Consent Items

A.	Classified Personnel	
B.	Approval of Minutes	

IX. Reports

A.	Director of Grants, Assessment and Elementary Programs	Kevin Gilman
B.	Director of Business and Operations	Shawn Cook
C.	Superintendent	Kim Casey

X. Board Member Reports

A.	Vice President Michelle O'Brien	
B.	Director Brian Weinmann	
C.	Director Frank Vermulm	

Presenter

D. Director Elisa Riley

E. President Jason Rainer

XI. Closing Items

A. Future Meetings

Regular Board Meeting, October 28, 2026, Prosser School District Boardroom, 6:00pm

B. Adjourn Meeting

Prosser School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boys Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:
Section 504/ADA Coordinator: Dr. Jennifer Allen, 1203 Prosser Ave. Prosser, WA 99350 509-786-1820 jennifer.allen@prosserschools.org
Title IX Coordinator and HIB Coordinator for State Law: Kim Casey 1203 Prosser Ave. Prosser, WA 99350 509-786-3323 kimberly.casey@prosserschools.org
Civil Rights Coordinator for State Law: Deanna Flores 1203 Prosser Ave. Prosser, WA 99350 509-786-3323 deanna.flores@prosserschools.org

Coversheet

Community Partnership - Grocery Outlet and Whitstran Elementary

Section: V. Discussion Items
Item: B. Community Partnership - Grocery Outlet and Whitstran Elementary
Purpose:
Submitted by:
Related Material: Board Packet Cover Sheet - Grocery Outlet.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Community Partnership with Grocery Outlet and Whistran Elementary
AGENDA: Discussion Item
DATE: October 14, 2026
PREPARED BY: Julaine Groeneveld and Kim Casey

Whitstran Elementary and Grocery Outlet are exploring a community partnership to support students and strengthen connections with local families. One opportunity is a "Shop & Give Back" event, where a portion of sales would be donated to the school to support student activities, learning experiences, and other needs. This partnership would give families and community members a simple way to support Whitstran while shopping locally. We appreciate Grocery Outlet's willingness to work with our school and look forward to developing this opportunity together.

Coversheet

AI - Student Discussion

Section: V. Discussion Items
Item: C. AI - Student Discussion
Purpose:
Submitted by:
Related Material: Board Packet Cover Sheet - Student AI Discussion.pdf
Students First Act.pdf
What is AI.pdf
Classroom Perspectives on AI.pdf
PSD AI Guidance for Schools Toolkit_TeachAI.pdf
comprehensive-ai-guidance.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: AI – Student Discussion
AGENDA: Discussion Item
DATE: October 14, 2026
PREPARED BY: Student Board Representatives and Kim Casey, Superintendent

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As student board representatives, we would like to discuss how an AI policy can support learning and prepare Prosser students for the future. Using the resources we have gathered, we hope to explore clear expectations for responsible AI use, keeping student work honest, and protecting student privacy. We would also like to discuss how students and teachers can learn to use these tools effectively while keeping human thinking and relationships at the center of education. Our goal is to work together on a policy that includes student voices and provides practical guidance for our schools.

There is a lot of information attached to this discussion item. Please feel free to review and ask questions now or anytime in the future.

119th Congress
2nd Session

S.2026

The STUDENTS FIRST Act

The "Safe Technology Use, Data Privacy, and Ethical Norms for Teaching—Fostering Integrity and Responsible Systems in Teaching (STUDENT FIRST) Act of 2026" is hereby introduced for the inaugural 2026 Student Senate convening on artificial intelligence policy, to establish rights, protections, and responsibilities for students, parents, teachers, and administrators with respect to the use of artificial intelligence in education, and for other purposes.

SECTION 1. GENERAL PROVISIONS

The following provisions will apply generally to all K-12 public school community members.

1. Any organizations that offer generative AI powered services to public educational facilities must address all known biases within their generative AI, and must inform their clients of the biases that their products represent. The public educational facility must then provide this information to the parents and guardians of their students.

2. Educators should always prioritize educator-student relationships by omitting AI usage in situations where human connection is irreplaceable in the learning environment.

3. Nothing in this act shall:
    a. Infringe upon the professional judgment of teachers in managing their specific classroom environments.
    b. Penalize a teacher or administrator for opting not to use AI tools in their personal instructional or administrative practice, provided they meet all other curriculum standards.
    c. Preempt federal or state laws regarding student privacy and data protection.

SECTION 2. STUDENT PROVISIONS

The following provisions will apply to K-12 public school students in the United States. Any amendments to the following provisions were proposed by members of the *Students' Technology Use, Data Privacy, and Educational Network Transparency* (STUDENT) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Students should have the right to appeal any convictions of wrongful AI use. They may be subject to technologies such as AI detectors. Students should prepare their documents to defend against potential false positives, such as procuring the document history of major assignments. Students who are suspected of using AI should be guaranteed a thorough examination of their work by two school officials, as well as an AI checker software.

2. States shall require schools to provide AI literacy instruction when students start using devices in the classroom, and can continue each year as the district sees fit. AI education should include topics such as misinformation, plagiarism, bias in AI systems, privacy concerns, appropriate academic use, environmental impacts, and how AI functions.

3. Schools should allow AI-based learning supports to be included in IEP or 504 accommodation plans when appropriate.

4. Students should never use AI for the act of writing, though editing, brainstorming, and studying with AI is permitted after eighth grade. How to edit written assignments (without AI assistance) should be taught and assessed thoroughly prior to eighth grade before students use AI for editing.

5. Students are restricted from creating AI images, videos, audio recordings, or messages to bully, harass, libel, or falsely accuse other students, teachers, faculty, or school community members. Violators of this rule can be subjected to suspension or expulsion as deemed fit by the school administration. Violators may also face legal consequences and will not be protected by the school administration.

6. Students must have permission from a teacher to use AI to assist in an assignment. If a student uses AI, they must cite how and where they used it or else it will be considered plagiarism. If they are not explicitly told that AI use is permitted, any use of AI will be considered unauthorized and plagiarism.

7. High school students can refuse to use AI tools in the classroom. An alternative assignment must be given to the student.

8. Students are prohibited from inputting assignments directly into AI platforms.

9. AI use is strictly prohibited on all graded assessments. If a teacher catches a student using it for that purpose, the grade on that assignment must result in a zero unless the teacher specifies otherwise. AI use is permitted for studying.

10. Students should not be able to use AI in a plagiarizing format on formative or summative assignments. If found, whatever choice of punishment should be made by the teacher, with permission from the principal.

11. Students must independently fact-check all AI generated claims before submitting.

12. *Verification of Mastery:* Students must be prepared to demonstrate independent mastery of learning objectives through in-person discussions, handwritten assessments, or oral defenses if AI was utilized during the drafting phase.

13. Students may not use AI to complete artistic assignments.

14. Students must be informed of any and all data collection from them, as well as what their data would be used for, and have the right to deny unnecessary data collection. Schools are strictly prohibited from using AI tools to profile or categorize students based on their ethnicity, religion, appearance, beliefs, or values.

15. Students must have access to at least one school approved, filtered, and monitored AI mode.

SECTION 3. PARENTS AND GUARDIANS PROVISIONS

The following provisions will apply to the parents and guardians of K-12 public school students in the United States. Amendments to the following provisions were proposed by members of the *Parents' Access, Rights, and Education on New Technology in Schools* (PARENT) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Parents should encourage balanced technology habits and reinforce ethical academic behavior at home. Parents should support critical thinking over taking shortcuts.

2. Parents should be encouraged to learn AI literacy, which shall be used to monitor the effective use of artificial intelligence by their children when it comes to the use of AI at home to assist in schoolwork, studying, or other education-based activities.

3. Parents or guardians shall be informed about how AI is being incorporated into the school's curriculum and shall have the opportunity to provide feedback on how its use can be improved.

4. Annually, families should be informed of the potential usage of AI that may ensue in the following school year. Parents / legal guardians should sign off on said use prior to the year beginning. Parents and guardians may request clarification about AI-related classroom rules, and schools should provide a timely response.

5. Parents must be aware and sign a written form on punishments caused by breaking of set rules around AI and allow for a period of public comment before going into effect.

6. Parents/guardians can request information from the teacher about the AI policy. It is up to the parent to set the rules for the student’s approach to AI at home, however it is advised to follow the school’s policy if there is one.

7. Parents and guardians have discretion to use AI as they see fit to educate their child at home or assist their child with non-graded work. Parents and guardians may only use AI to assist on graded work, such as class assignments or projects, when the classroom teacher has explicitly allowed AI assistance on said graded work. If parents use AI to assist their child on graded work when explicit permission is not given by their classroom teacher, students will be subject to suspension or expulsion at their schools discretion.

8. Parents are required to review school AI guidelines to ensure they are informed and can enforce appropriate boundaries on usage at home.

9. Parents and guardians have a right to request an explanation on any classroom rules regulating student AI use from their teacher. The teacher must respond within one week, clearly explaining any classroom rules around artificial intelligence.

10. School-purchased/licensed AI software, specifically, chatbots/LLMs, must be able to detect when students attempt to use them for emotional support or life advice. When detected, this software should take action, which may include alerting school officials (including but not limited to: principals, assistant principals, secretaries, counselors, and school resource officers, if available). In such instances, machines cannot fulfill students' requests.

SECTION 4. TEACHERS

The following provisions will apply to K-12 public school teachers in the United States. Amendments to the following provisions were proposed by members of the *Teachers' Ethical Adoption of Classroom AI, Human Oversight, Evaluation, Rights, and Support* (TEACHERS) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Teachers cannot solely rely on AI to determine grades, improper student conduct, or other choices concerning a student's education.

2. Teachers must use one standardized AI detector in conjunction with their school district for written graded assessments and use Lockdown browsers for graded online assessments. If AI detects any misconduct, teachers must personally investigate the issue before reporting the student to admin for improper use.

3. Teachers must outline a clear, written AI usage policy in their course syllabus at the start of each semester, explicitly stating when AI is permitted, restricted, or banned for specific assignments. The AI rules should be consistent across different classes in the same course or subject varying by school size. There should be category based rules (essay, worksheet, test).

4. Just as students are expected to be transparent in their AI usage, teachers should be held to the same standard. Teachers may use artificial intelligence to support lesson planning, create practice materials, provide feedback, organize classroom resources, and improve instruction, but AI should not replace a teacher’s professional judgement or relationship with students. Furthermore, teachers must review AI-generated materials for accuracy, bias, and appropriateness before using them in class.

5. *Teacher autonomy:* Teachers maintain the right to choose whether to use AI as a drafting tool for internal classroom assessments. If AI is used to assist in test creation, the teacher is responsible for verifying all content for accuracy, bias, and alignment with curriculum standards.

6. *VIVA VOCE (Oral Defense):* Teachers reserve the right to require an oral defense of any paper or project where AI use is suspected or reported, to ensure the student possesses the knowledge displayed in the work.

7. Teachers have a right to discipline a student that was using AI to complete or assist with their assignment depending on guidelines. However, in some instances, matters of discipline should be referred to school administrators. Every public school district must draft clear guidelines for their schools regarding which infractions fall within the jurisdiction of teacher discipline or administrator discipline. Guidelines should address the following factors:

   1) Grade weightage
   2) Offense level
   3) School size

   Teachers are encouraged to teach AI literacy to students. When teachers craft IEP/504 plans for students with disabilities, they are prohibited from entering sensitive, identifiable student information into an AI tool.

8. Teachers assigning digital work must complete a state-provided AI literacy training course every two years. The course would educate teachers on responsible AI use, academic integrity, student privacy, accessibility tools, and recognizing AI-generated work.

SECTION 5. ADMINISTRATORS

The following provisions will apply to K-12 public school administrators in the United States. Amendments to the following provisions were proposed by members of the *Administrators' Data, Management, Implementation, and Networks* (ADMIN) special subcommittee, and added after receiving a majority vote from the entire Student Senate.

1. Administrators should require that school counselors do not utilize AI tools, particularly in mental health contexts, and that students should receive face to face help and engage in discussion rather than work with AI tools to receive help.

2. Administration must review AI policy every year to ensure that practices meet district values and goals.

3. Administrators must create a clear rule set for the usage of AI in schools. These rules must be published on the school official website, or rule book as well as the repercussions for breaking said rules.

4. Administrators must establish clear guidelines for AI use for both teachers and students, as well as consequences for misuse.

5. Administrators must provide mandated bi-annual AI literacy training for teachers, covering professional usage as well as responsible and safe integration into curriculum.

6. Any disciplinary action taken regarding AI misuse must include an appeal process. Administrators are not allowed to use AI in the disciplinary process except for the occasion where it is used to reveal academic dishonesty (e.g. AI checking software). An administrator must have at least one party in addition to the administrator to aid in decision making relating to use of AI

7. Administrators can take away the privilege of the students using AI.

8. Repeat Violations. If a student is found to repeatedly misuse AI tools or intentionally break established rules after an initial warning, they shall be subject to progressive discipline, which may include:

    A. Mandatory parent-teacher-administrator conferences.
    B. Requirement to redo the assignment in a strictly monitored, non-digital environment.
    C. Loss of credit for the assignment or course.
    D. Academic probation or other disciplinary actions as defined by the school’s code of conduct.

9. Administrators may not enter any student's or teacher's personal information into AI tools.

10. Administrators must consult with students, staff, and families before drafting AI rules. Administration must establish a committee to monitor AI use, collect feedback, and make continuous improvements. Administrators must publish their guidelines at least two weeks prior to the beginning of the school year.

11. Administrators must establish AI usage opt-out procedures at least two weeks prior to the beginning of the school year. If parents or guardians wish to enact such procedures for their child before the school year starts, administrators must respond within one week to schedule an appointment to discuss available opt-out procedures or specific worries.

12. Administrators are not allowed to use AI to employ teachers or faculty.

13. Proportional federal funding (with a baseline minimum) should be issued to states for district level AI considerations. This includes, but is not limited to, specialized enterprise AI (designed for safe usage and data privacy), mandatory training for employees, and a variety of AI literacy options for students.

Teach AI

What is AI?

Implications and Misconceptions

Understanding artificial intelligence (AI) helps decision-makers craft and evaluate policies to promote the responsible use, access, and design of this transformative technology.

AI is best used to augment uniquely human traits, such as creativity, while automating more mundane tasks. Integrating AI into society should augment, rather than replace, the human touch.

Artificial Intelligence

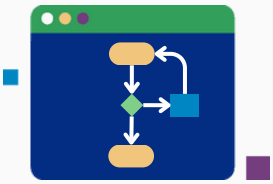
refers to **programs or machines that simulate tasks that typically require human intelligence.** An AI system is a "machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments" (OECD, 2024) The varied definitions and applications of AI and its recent pace of development make it a challenge to regulate.





2020s

Large Language Models (LLMs), a product of DL techniques, are models specialized for tasks like natural language processing, text generation, and translation.



1980s

Machine Learning (ML) is a range of techniques whereby computers are trained to improve their performance by processing vast amounts of data. Early educational applications included intelligent tutoring systems, and later, adaptive learning.

Deep Learning (DL) is an ML technique that utilizes neural networks and algorithms inspired by how human brains learn and process information.

1950s

Artificial Intelligence emerges as a field of computer science, integrating concepts from mathematics, engineering, and psychology.

Classical AI approaches use human-programmed rules to perform specific tasks.

What is Generative AI?



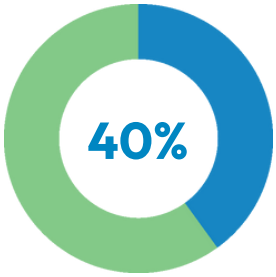
Generative AI (Gen AI) is a powerful category of AI that includes LLMs and other models that generate text, images, videos, or music. The internal workings of Gen AI models can lack transparency and explainability, making it challenging to build trust and ensure accountability. Additional issues specific to Gen AI in education include bias, misinformation, and overreliance on AI tools.

Promoting AI Literacy

AI literacy encompasses understanding how AI works, using AI responsibly, and recognizing its social and ethical impacts. It includes understanding AI's potential benefits and risks and how to mitigate the risks. AI literacy is a crucial aspect of digital competence and equips individuals to engage productively and responsibly with AI in society, the economy, and their personal lives. Championing AI literacy is essential to prepare students to be informed citizens who can also thrive in a future workforce in which AI is ubiquitous across all fields.



AI Literacy requires understanding **how AI works**, including its principles, concepts, and applications, and **how to use AI**, including its limitations, implications, and ethical considerations.



Global jobs that will be complemented, or in extreme cases, replaced by AI. (IMF, January 2024)

Education leaders and policymakers can adopt policies to **prepare students** for the future of work in an age of AI.

Common Misconceptions about AI

Misconception	Explanation
AI can think in the same ways people do.	Gen AI simulates understanding by repeating patterns in data rather than comprehending content with intent or awareness. This approach can lead to seemingly plausible errors, often called "hallucinations," highlighting the need for humans in decision-making roles.
All AI is alike.	There is a wide range of AI technologies with various capabilities and levels of autonomy and adaptability. Each has its strengths and limitations and is suited to different tasks.
AI decisions are unbiased.	AI systems can perpetuate or amplify biases in their training data. Bias in AI systems can also come from the design, development, or testing process.

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Teach AI

Classroom Perspectives on AI

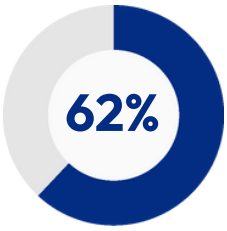
Beliefs, Use Cases, Ethical Concerns, and the Digital Divide

Teachers, students, and parents have diverse and evolving perspectives on Artificial Intelligence (AI) in education, but they agree that AI literacy is crucial to students' futures and that guidance is needed to navigate the benefits and risks.

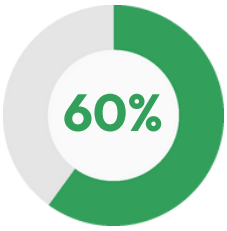


Did you know?

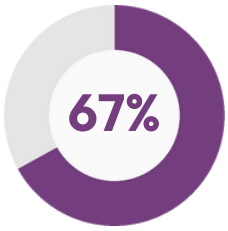
Beliefs and attitudes about AI will change. Here is what we currently know:



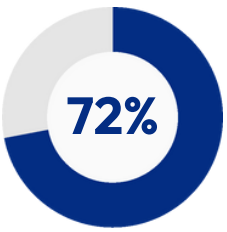
Students are concerned about the security and privacy of their data. (CDT, September 2023)



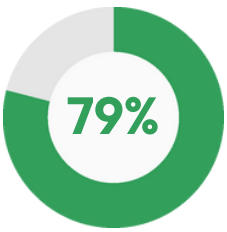
Teachers worldwide say AI literacy will be a key skill for future jobs. (Capgemini, May 2023)



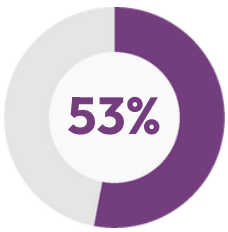
Parents believe that the potential benefits of AI in education outweigh or are equal to the potential drawbacks. (National Parents Union, October 2023)



Students want guidance on how to responsibly use Generative AI for schoolwork and within school rules would be helpful. (CDT, September 2023)



Teachers say that their school system does not have clear policies on AI in education. (EdWeek, December 2023)



Parents feel that schools are preparing students to succeed in an AI future. (National Parents Union, October 2023)



Are teachers prepared?

Only 1 in 5 teachers feel equipped to use Gen AI tools in the classroom (HMH, June 2023) and only 29% of teachers have received any professional development on AI (EdWeek, March 2024). Teachers in urban or lower-income education systems and those who teach primary grades are less likely to say they have received any AI training.

Sample Use Cases and Ethical Concerns

While AI may enhance teacher support, student learning, and school operations, it also raises ethical concerns.

Use Case	Ethical Concern
Teacher Support: AI Teaching Assistant With the help of automated feedback and lesson planning tools, teachers may dedicate more time to student engagement and facilitating collaborative learning.	**Pedagogical Practices** Should tool developers be responsible for using evidence-based approaches rather than automating existing processes without evaluating their effectiveness?
Student Learning: Personalized Pathways An AI-powered tutor can help students with disabilities learn at their own pace with customized support and accommodations, adjusting content in real time.	**Teacher and Student Agency** How do schools adopt AI tools for "personalized learning" without diminishing the value of the collaborative and social aspects of teaching and learning?
School Operations: Surveillance Video cameras with AI-enabled facial identification can improve security and track student attendance.	**Privacy and Bias** How should the deployment of facial recognition account for privacy risks due to storing biometric data and lower accuracy for individuals with darker skin tones?

A Potential AI Divide

The introduction of AI in education may exacerbate an existing digital divide. Reducing this divide involves addressing barriers to access, supporting effective pedagogical design, and providing powerful learning opportunities.[1]



Access: Devices and Connectivity
Ensure internet and device availability for AI-enabled learning experiences. Broad AI bans are counterproductive, exacerbating disparities in access.



Design: Pedagogical Approach
Provide educators with sufficient time and high-quality professional development to design effective learning experiences with AI tools.



Use: Active Experiences
Ensure all students, regardless of background, engage in critical and creative AI use rather than passive, traditional learning experiences.

[1] A Call to Action for Closing the Digital Access, Design and Use Divides. https://tech.ed.gov/netp/

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AI Guidance for Schools Toolkit

Last Updated: May 5, 2025

Visit: teachai.org/toolkit

Teach AI

About TeachAI

TeachAI brings together education leaders and technology experts to assist governments and education authorities in teaching with and about AI. The initiative is led by Code.org, ETS, the International Society for Technology in Education, Khan Academy, and the World Economic Forum and advised by a diverse group of 100+ organizations, governments, and individuals. TeachAI's goals include increasing awareness, building community and capacity, and guiding policy.

This toolkit was first released in 2023 and updated in 2025, following analysis of the existing guidance landscape. The 2025 update also sharpens our focus on important issues, shares new and useful resources, and provides differentiated support for new and returning users.

Authors of AI Guidance for Schools Toolkit (2023):

Pat Yongpradit, Pam Vachatimanont, and Charlotte Dungan, Code.org
Keith Krueger and Pete Just, Consortium for School Networking (CoSN)
Pati Ruiz, Digital Promise
Beth Havinga, European EdTech Alliance
Alix Gallagher and Benjamin Cottingham, Policy Analysis for California Education (PACE)
Jim Larimore, Strategic Advisor

AI Guidance for Schools Toolkit (2025):

We thank Alan Coverstone for drafting the updates and Tara Nattrass for her content and editorial review. We appreciate the valuable feedback provided by the authors of the 2023 toolkit and the TeachAI steering committee.

Suggested Citation

TeachAI (2025). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [date].

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AI Guidance for Schools Toolkit

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Teach AI

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Welcome

> **"It is in a spirit of humility that we offer this toolkit. My sincere hope is that teachers feel guided and supported by their leaders as we all adapt to the changes AI brings to education."**
>
> – Pat Yongpradit, Chief Academic Officer of Code.org and Lead of TeachAI

This toolkit is designed to support education authorities, school leaders, and teachers in creating thoughtful guidance to help their communities realize the potential benefits of incorporating artificial intelligence (AI) in primary and secondary education while understanding and mitigating the potential risks.

Potential **benefits** of using AI in education include

- Content development and differentiation;
- Assessment design and timely, effective feedback;
- Tutoring and personalized learning assistance;
- Aiding creativity, collaboration, critical thinking, and agency skills development;
- Operational and administrative efficiency.

Potential **risks** involved in using AI in education include

- Misinformation, errors, and academic dishonesty;
- Perpetuating societal biases and misinformation;
- Compromised student privacy and unauthorized data collection;
- Bullying and harassment;
- Diminished student and teacher agency and accountability;
- Overreliance on technology and less critical thinking.

In 2025, many educational systems still face an urgent call to provide clear, structured guidance for the integration of artificial intelligence (AI) in schools, driven by widespread demand and persistent gaps in support. According to data drawn from the RAND American Educator Panel, only 18% of U.S. principals reported that their schools or districts had provided guidance on AI use, with even lower rates in high-poverty schools, where just 13% had such support compared to

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25% in more affluent areas.[1] As of April 2025, only 26 U.S. States have issued guidance. While nearly one in five teachers used AI tools for instruction, the disparity in access to guidance and training reflects a systemic challenge that can stifle equitable adoption and innovation.

At the same time, 74% of students across Europe believe AI will be critical to their future careers, yet fewer than half feel their schools adequately prepare them to engage with these technologies. Nearly half worry that AI could increase inequalities among their peers.[2] These perceptions underscore a clear call for action: students see the value of AI but lack the foundational knowledge, skills, and institutional support to use it effectively.

This toolkit helps local and national education systems worldwide to develop guidance on the responsible use of AI, ensure compliance with relevant policies, and build the capacity of all stakeholders to understand AI and use AI effectively. The recommendations in this toolkit may also inform the early stages of developing policies and procedures, whether mandatory or voluntary.

Thoughtful and inclusive guidance development can usher in important work that teachers need to move forward.

We Want Your Feedback

Please use this form to provide feedback on the toolkit, including how you have used it. Your responses will inform our work.

[1] Kaufman, J. H., Woo, A., Eagan, J., Lee, S., & Kassan, E. B. (2025, February 11). *Uneven adoption of artificial intelligence tools among U.S. teachers and principals in the 2023–2024 school year*. RAND. https://www.rand.org/pubs/research_reports/RRA134-25.html

[2] Vodafone Foundation. (2025). *AI In European Schools: A European Report Comparing Seven Countries [Report]*. Retrieved April 23, 2025, from https://skillsuploadjr.eu/docs/contents/AI_in_European_schools.pdf

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How to Use this Toolkit

The examples and suggestions provided in this toolkit are not meant to be copied verbatim but to anchor understanding in practical examples and prompt thoughtful discussions about developing AI guidelines. The examples and sample language can be considered starting points to inform each education system's process of responsibly shaping AI guidance, policies, and practices.

While issuing **standalone guidance** on AI can be an initial step, it's also important to consider how and where it makes sense to address AI in **existing policies,** such as academic integrity, privacy, or responsible use policies.

Guidance and policies should be developed in accordance with an education system's established processes, which may include a review by a policy committee, key stakeholders (e.g., teachers, parents, and students), and legal counsel before seeking approval from governing bodies. Developing or updating AI education guidance could involve:

1. Adopting foundational principles,
2. Reviewing and updating existing policies,
3. Integrating AI literacy into professional development and curriculum, and
4. Gathering ongoing feedback to refine AI practices continuously.

Organized around the seven Principles for AI Guidance, this toolkit offers a high-level roadmap towards developing strong guidance and provides tools to help you get started. It offers samples, tools, and other resources to help as you execute your guidance development plans. You can use these resources to learn how different systems are approaching issues and to reflect on your plans.

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→ Using the Toolkit: Navigating Different Sections

1. Develop an Overall Vision: A Framework for Incorporating AI
2. Inform Your Guidance: Principles for AI Guidance
3. Review Existing Policies: Sample Considerations for Existing Policies
4. Featured User Guides:
    a. Education System Leaders
    b. Principals and Local School Administrators
    c. Teachers
5. Consider Sample Resources:
    a. Sample Considerations for Existing Policy
    b. Sample Guidance: Guidance on the Use of AI in Our Schools
    c. Sample Communication with Parents, Staff, and Students
    d. Give a Presentation: The AI in Education Presentation
6. Consider: How AI Was Used in This Toolkit

Developing Responsible Use Policies
A responsible use policy, also known as an acceptable use policy or technology use policy, describes the terms and conditions of technology use in an educational institution. These existing policies should be updated to ensure all users use AI tools safely and appropriately. For more information, see Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools.

Assessing Readiness and Tracking Development of Generative AI Use
The Council of the Great City Schools (CGCS) and the Consortium for School Networking (CoSN) worked in partnership with Amazon Web Services (AWS) to create a useful tool, the K-12 Generative AI Readiness Checklist, to support school systems in determining their readiness to use AI in education. Building on that checklist, CoSN and CGCS added developmental levels (emerging, developing, mature) with descriptions to use in tracking implementation. The resulting K-12 Gen AI Maturity Tool also includes a 7th domain: Academic AI Literacy Readiness.

Commonsense Guardrails for Using Advanced Technology in Schools
Developed by the American Federation of Teachers, the Commonsense Guardrails resource outlines nine core values to guide the ethical, safe, and effective use of AI and other advanced technologies in K–12 education. It emphasizes student empowerment, educator decision-making, digital

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citizenship, equity, and collective responsibility.

→ A note about terminology

Education System Terminology

While terminology varies across countries and regions, “education system” refers to a district, regional, state, or national governing body, agency, or authority. Each entity must thoughtfully consider its own unique role in developing appropriate AI guidance and policies.

Guidance vs. Policy

Guidance is flexible, non-binding advice that offers principles and promising practices that can be adapted to various situations and updated frequently.

Policy is more static and long-lasting, has undergone a formal approval process, and includes accountability.

Types of AI Tools Used in Schools

Predictive AI tools, such as streaming service recommendations and online shopping recommendations, use data about past behaviors to identify patterns and forecast things we might want or do in the future. For example, they can analyze patterns in student data to forecast outcomes such as being on track for graduation.

Generative AI tools, such as large language models, are trained on massive amounts of data to recognize patterns and relationships between words, images, sounds, code, etc. They use those relationships to generate new, original outputs customized to users' prompts.

Agentic AI tools, such as scheduling assistants, can operate autonomously to pursue goals and carry out tasks. They don’t just analyze or generate information; they act on it. For example, a scheduling assistant might proactively rearrange students’ study plans or automatically coordinate parent-teacher conferences based on real-time changes.

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Agentic AI tools are continuously trained on new information, update their strategies, and autonomously take further actions, closing the loop between "intelligence" and "action."

Note: Many commercial products combine multiple AI approaches, not purely "one technique." The application (e.g., adaptive tutoring, resource management) is often designed based on which AI method—or combination—best addresses the need. Additionally, AI is not always presented as a standalone product and is increasingly offered as a built-in feature shaping how platforms function, making it harder to monitor, govern, and explain.

Educational Technology tools provide opportunities to integrate AI into[3]:

- Instructional materials
- Assessment and feedback
- Teacher professional learning
- Instructional strategy and pedagogy support for teachers
- Social tools
- Student support

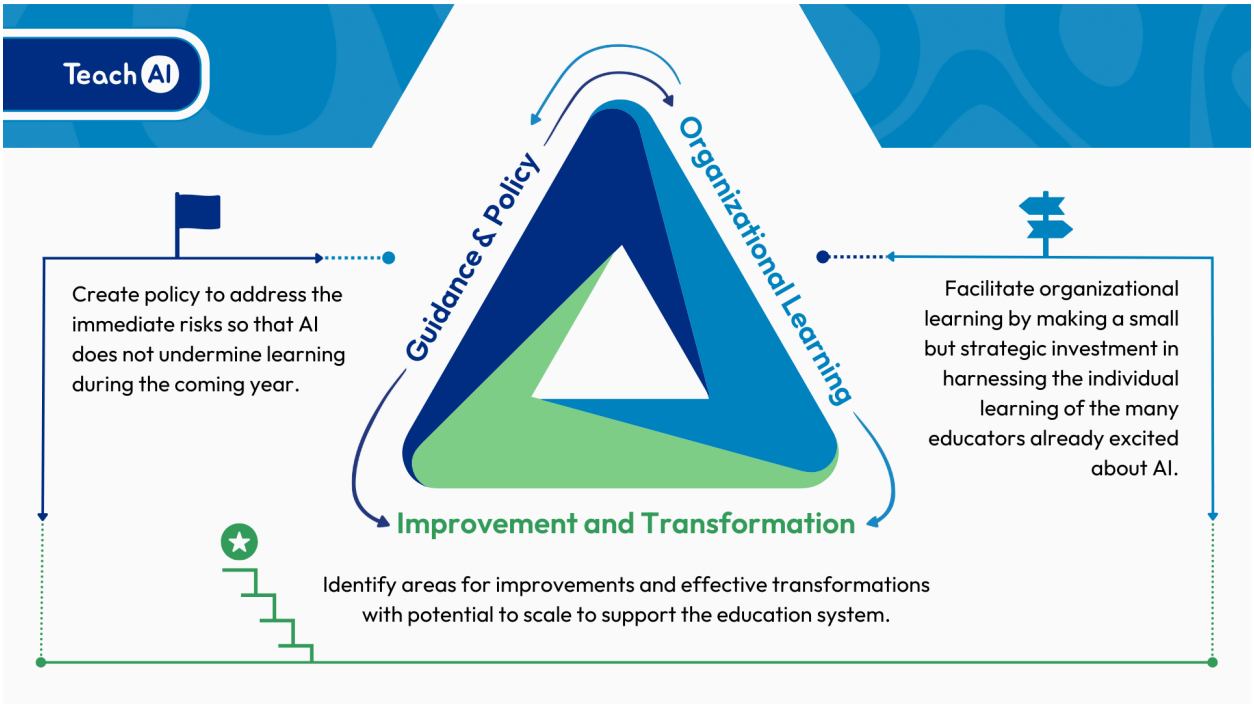
⟶ Want to learn more about AI?

- Download the AI in Education Presentation slides to customize your own presentation for others.
- Review the What is AI? one-pager from TeachAI's policy resources.
- Explore ISTE+ASCD's AI resources, including Bringing AI to Schools: Tips for School Leaders.
- See AI 101 for Teachers from Code.org, ETS, ISTE+ASCD, and Khan Academy.

[3] Edtech Insiders. *GenAI use cases in education*. (2025, January 10). Use Case Database. Retrieved March 11, 2025, from https://www.edtechinsiders.ai/

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A Framework for Incorporating AI in an Education System



This framework highlights three areas of work, each depending on iterative improvement cycles and building across each other. Together, they show how education leaders can shepherd artificial intelligence to transform teaching and learning. Starting points and interrelationships will vary within different learning contexts, but developing guidance and policy, building strong learning organizations, and advancing continuous improvement lay a strong foundation for leading the important shifts in teaching and learning that our educators and students will need.[4]

→ Guidance & Policy: Create guidance and policies to address immediate issues

Education systems should not delay efforts to develop guidance on the use of AI, as students and

[4] Gallagher, H. A., Yongpradit, P., & Kleiman, G. (August, 2023). *From reactive to proactive: Putting districts in the AI driver's seat* [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/reactive-proactive

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teachers already have independent access, and many existing technologies embed AI into their systems (e.g., search engines, email applications, schedulers, assistive technologies, etc.). Ensuring that AI use complies with existing security and privacy policies, providing guidance to students and staff on topics such as the opportunities and risks of AI, and clarifying responsible and prohibited (especially uses that require human review and those related to academic integrity and grading) will shape AI educational ecosystems. Establishing these parameters and guardrails depends on basic AI literacy, so that guidance and policies will mitigate risks without thwarting organizational learning or stifling improvement and transformation. At the same time, they also lay the foundations for advancing an AI literacy that aligns with student safety, privacy, and learning.

A National Guide for ChatGPT

In May 2023, the Ministry of Education in Chile released a teacher guide called How to Use ChatGPT to Enhance Active Learning. The guide provides various use cases and prompts and covers key limitations and precautions.

"At the current time, as a country we need to enhance the learning of all students to be able to face the challenges of today's world - and an uncertain future - and support teachers to achieve these objectives. In this context, we must prepare educational institutions, teachers, students and families to take advantage of the opportunities offered by new technologies and act against their risks."

→ Organizational Learning: Harness what educators are already learning

In parallel with guidance and policies that address immediate concerns, education systems must prioritize professional development for all staff and bring together individual educators' experiences with AI to document successes, identify gaps, and build collective organizational knowledge and capacity. A systemwide approach would go beyond instructional issues to include operational considerations, such as evaluating AI tools already in use, creating selection criteria for future evaluations, and understanding how AI is used across departments. It also leads to more equitable AI integration across classrooms and prevents inequities from emerging when innovation diffuses haphazardly.

Continue to Learn

Engage with TeachAI partners and others, such as Code.org, CoSN, Digital

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Promise, ISTE+ASCD, and UNESCO, for timely access to guidance, frameworks, and other resources. Visit Go Deeper for a collection of resources, such as the Foundational Policy Ideas for AI in Education.

→ Improvement & Transformation: Iterate, improve, and scale effective work

Thoughtful guidance and a commitment to ongoing organizational learning are essential to navigating the uncertain and evolving role of AI in education. While AI presents promising possibilities, such as supporting personalized learning, aiding formative feedback, and assisting with certain administrative tasks, these outcomes are not guaranteed and should be approached with caution. Any perceived efficiency gains, for example, must be weighed against the time and resources needed for professional development, implementation, and ongoing evaluation. Incorporating AI into education creates a new context for reexamining long-standing priorities, such as equity, access, and instructional quality, but it does not inherently advance reform.

The extent to which AI use results in productive change or exacerbates existing challenges depends on how it is introduced, governed, and integrated. Strong guidance, continuous organizational learning, and a systems approach to improvement work together to help educational institutions make informed, adaptive decisions. Rather than assuming a linear path toward transformation, this approach embraces an ongoing cycle of thoughtful introduction, evaluation, and adjustment, recognizing that both opportunities and concerns must be addressed continuously and in tandem.

AI Integration Starter Tools

AI Consultancy Protocol (EDSAFE AI Alliance): A step-by-step process for assessing readiness and building capacity for ethical AI implementation.

AI Policy Stack (EDSAFE AI Alliance): A policy development guide covering key areas from AI literacy to governance, grounded in the SAFE framework.

Emerging Technology Acceptable Use Policy Sample Language (Digital Promise): Adaptable policy language for responsible generative AI use in PK–12 schools, developed by U.S. district leaders in collaboration with the National Science Foundation.

Ethical guidelines on the use of artificial intelligence (AI) and data in teaching

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and learning for educators (European Commission): A comprehensive framework to support educators in using AI and data ethically and effectively, featuring practical guiding questions, real-world classroom use cases, and core principles like fairness, human agency, and transparency—all aligned with EU policy and regulatory initiatives.

Principles for AI in Education

Consider the following principles as you develop your AI guidance. Each principle includes questions to discuss and consider, a description, and a real-world example. Visit the Sample Guidance section for an illustrative example of a resource based on these principles.



1. Purpose: Use AI to help all students achieve educational goals.

- ☐ *How does our guidance highlight the purposeful use of AI to achieve our shared education vision and goals?*
- ☐ *How do we reduce the digital divide between students with easy access to AI tools at home and those dependent on school resources?*

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- ☐ *How does our guidance ensure inclusivity, catering to diverse learning needs and linguistic and cultural backgrounds?*

Education leaders should clarify the shared values that will guide the use of AI tools, especially those that were not specifically created for educational contexts. AI tools should be applied to serve organizational goals, such as promoting student and staff well-being, enriching student learning experiences, and enhancing administrative functions. At the same time, new or revised goals may also emerge as workforce needs shift.

→ Addressing Equity

Using AI tools to promote equity in education requires both access and thoughtful implementation. Equity is also addressed in the other principles in this toolkit, such as promoting AI literacy for all students, realizing the benefits of AI, and addressing the risks.

Age Restrictions and Parental Consent

Always review each AI tool's user agreement for the most up-to-date information on age restrictions, terms of use, and required consents. This resource offers a helpful starting point—but does not substitute for local evaluation and legal review.

School systems are responsible for determining appropriate use. This includes:

- Reviewing user agreements regularly.
- Aligning existing school policies on consent, privacy, and acceptable use.
- Considering whether a tool's use is appropriate for the context.
- Investing in AI literacy for educators and students.
- Engaging legal counsel when setting or revising local policies.

Decisions about AI use should be guided by local values, legal frameworks, and a commitment to student safety and well-being, not by vendor defaults alone.

Education systems should carefully evaluate students' access to AI tools, rather than take the approach of general bans. Considerations should be given to age restrictions, data privacy, security concerns, and alignment with teaching and learning goals, curriculum, and the overall district technology plan. Attempting to enforce broad bans on AI is a futile effort that widens the digital divide between students with independent access to AI on personal devices and students dependent on school or community resources. Closing the digital divide in an age of AI still begins with internet connectivity, device availability, and digital literacy.

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> **"Attempting to enforce general bans on AI is a futile effort that serves to widen the digital divide..."**

AI tools can present opportunities to promote equity in education when they are implemented with thoughtful safeguards and strong oversight, minimizing associated risks. For instance, real-time translation tools can increase engagement for multilingual learners by breaking down language barriers. At the same time, tools like plagiarism detectors can carry unintended biases that may disproportionately affect the same learners. To ensure equitable outcomes, educators and administrators must critically assess the accuracy and inclusivity of AI tools. The extent to which these technologies advance equity—or deepen existing divides—will depend on the quality of leadership, the robustness of AI literacy, and the strength of guidance in place to govern their use.

Example: The Lower Merion School District, Pennsylvania, USA, states, *"We believe in preparing students for the future. Our students will most certainly be engaging with artificial intelligence in years to come. As such, we view it as partly our responsibility to teach them how to use new technology and tools in ways that are appropriate, responsible, and efficient... **Rather than ban this technology, which students would still be able to access off campus or on their personal networks and devices, we are choosing to view this as an opportunity to learn and grow.**"*

→ Ethical AI Use

The use of AI to pursue educational goals must be carefully aligned with the core values and ethics of the education system. This means identifying and mitigating the risks of AI in education so that the benefits may be realized (see Principle 4). Furthermore, students should learn about "the impact of AI on our lives, including the ethical issues it raises," and teachers should be provided training to recognize misinformation.[5] AI systems should be deployed in ways that support and maintain human decision-making in the process of teaching and learning.

Example: Peninsula School District, Washington, USA. AI Principles and Beliefs Statement.[6] *"Our unwavering commitment to Universal Design for Learning (UDL) shapes our belief that our use of AI should align with UDL's three core principles: diversified ways of representation, action/expression, and engagement. AI can facilitate presenting information in diverse formats, aligning with individual learners' needs."*

[5] UNESCO. 2023. *Guidance for generative AI in education and research*. Paris, UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000386693 (Accessed 22 September 2023.)
[6] Here is further information on how the Peninsula School District's "*AI Principles and Beliefs Statement*" was created.

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Practical Resource

AI & Ethics is a slide deck by Torrey Trust, Ph.D., offering insights on data privacy, AI-related biases, copyright, and the broader ethical implications of integrating AI into learning contexts. It is a practical guide for educators aiming to responsibly navigate AI adoption in their classrooms.

→ Information accuracy: Addressing misinformation, disinformation, and malinformation

What's the difference?

- **Misinformation** is false, but not created or shared with the intention of causing harm.
- **Disinformation** is deliberately created to mislead, harm, or manipulate a person, social group, organization, or country.
- **Malinformation** is based on fact, but used out of context to mislead, harm, or manipulate.

(The Cybersecurity and Infrastructure Security Agency (CISA). (n.d.). Disinformation stops with you. In *www.cisa.gov/mdm-resource-library*. https://www.cisa.gov/sites/default/files/publications/disinformation_stops_with_you_infographic_set_508.pdf)

When false information is used to harm: Deepfakes

Deepfake technology poses a growing threat within educational environments, potentially harming not only students but also administrators, teachers, and other staff members. AI-generated images, videos, and audio can be used to manipulate reality and used to create false accusations, impersonations, or fabricated media that can lead to serious consequences for individuals' emotional well-being, reputations, and even legal standing.

Students need to learn how to recognize, resist, and report deepfakes, not only to protect themselves but also to understand the ethical implications of their use. In some cases, students may be the ones wielding deepfakes to exert social pressure, spread misinformation, or attempt to undermine adults or peers in subtle but impactful ways.

This issue cannot be addressed solely through bullying policies. Schools should incorporate structured, ongoing professional development for educators and age-appropriate AI literacy

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education for students. Understanding how these technologies work, their risks, and the broader implications of digital deception is critical to building safe and respectful learning environments.

Governments are beginning to respond to these challenges with targeted policies. In North Carolina, school systems are encouraged to update their bullying and cyberbullying policies to explicitly address deepfake content, including AI-generated explicit images, and to educate students about the risks of sharing personal media that could be misused. The Welsh government provides structured guidance on safeguarding students from the risks of generative AI, integrating responsible AI use into school policies, and offers specific strategies to protect learners online.

2. Compliance: Reaffirm adherence to existing policies.

- ☐ *What is the plan to conduct an inventory of systems and software to understand the current state of AI use and ensure adherence to existing security and privacy regulations?*
- ☐ *Does the education system enforce contracts with software providers, stipulating that any use of AI within their software or third-party providers must be clearly revealed to district staff and first approved by district leadership?*

When implementing AI systems, key areas of technology policy to comply with are privacy, data security, student safety, data transfer and ownership, and child and youth protection. The Council of Great City Schools and the Consortium for School Networking (CoSN), in partnership with Amazon Web Services, have developed the K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist to help districts in the U.S. prepare for implementing AI technology solutions. The checklist provides a curated list of questions to help district leaders devise implementation strategies across six core focus areas: Executive Leadership, Operations, Data, Technology, Security, and Risk Management.

> The Common Sense Media AI Ratings System provides a framework "designed to assess the safety, transparency, ethical use, and impact of AI products."

> **Current regulations relevant to the use of AI in education**
> **United States**
> - FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
> - COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children

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under 13 must require parental consent.
- IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
- CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
- Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

International

- EU AI Act (EU) - A comprehensive regulatory framework that categorizes artificial intelligence systems by risk level and sets legal requirements to ensure their safe, ethical, and transparent use across member states.
- GDPR (EU) - The EU General Data Protection Regulation provides strict data protection and privacy regulations for individuals in the European Union.
- Data Protection Act (UK) - Governs the use of personal data in the United Kingdom.
- PIPL (China) - The China Personal Information Protection Law protects student data privacy.
- DPDP (India) - The Digital Personal Data Protection Act proposes protections for student data.

Example: Wayne RESA, Michigan, USA, created an artificial Intelligence website and guidance document with ethical, pedagogical, administrative, and policy considerations. *"AI systems often need large amounts of data to function effectively. In an educational context, some uses could involve collecting and analyzing sensitive data about students, such as their learning habits, academic performance, and personal information. Therefore, maintaining student privacy is the primary ethical consideration. Even with consent, it is not appropriate to prompt public models with identifiable data because anything shared with a model, even if information is shared in prompt form, may be added to the model for future reference and even shared with other users of the model."*

Generative AI introduces new challenges to copyright and intellectual property, particularly as it becomes harder to determine clear ownership of content used to train or generated by AI systems. Oregon's guidance acknowledges this complexity and recommends that schools approach these issues with caution. Educators are encouraged to review licensing frameworks such as Creative Commons and stay informed through resources like the U.S. Copyright Office's

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Artificial Intelligence Initiative. While not education-specific, this initiative offers valuable insight into how copyright laws may apply to AI-generated content. Given the legal uncertainties in this evolving area, school systems should engage legal counsel to help monitor developments and inform local policies, ensuring that staff understand their rights and responsibilities when using, sharing, or creating instructional materials with AI tools.

Once you have aligned your AI Responsible use guidelines and policies and updated existing privacy, data security, and student protection policies, your procurement and approval policies may also need a refresh. A coalition of seven leading edtech organizations—1EdTech, CAST, CoSN, Digital Promise, InnovateEDU, ISTE+ASCD, and SETDA—has introduced Five Edtech Quality Indicators to help schools evaluate AI and edtech products efficiently. The coalition is also developing an EdTech Index to display verified edtech product approvals.

The 2025 SETDA EdTech Quality Indicators Guide applies the Five EdTech Quality Indicators to support education leaders in evaluating and selecting high-quality educational technology tools. The guide includes adaptable questions for procurement leaders, examples of state leadership in edtech evaluation, and third-party validation resources to support informed decision-making.

Example: Guidance from the U.S. State of Georgia recommends and offers resources for "vetting and adopting district and school level AI tools" and "establishing formal agreements with AI systems and tools" vendors (p. 9). Resources include a sample rubric for "evaluating and adopting AI tools" according to their "educational value, data privacy, usability, cost, scalability, vendor reputation, and age restrictions" (p. 10).

3. Knowledge: Promote AI Literacy.

- ☐ *How does the education system support staff and students in understanding how to use AI and how AI works?*
- ☐ *What is the strategy for incorporating AI concepts into core academic classes, such as computer science?*
- ☐ *How is systemwide participation in AI education and professional development being encouraged and measured?*

> **What is AI Literacy?**
> AI literacy refers to the knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, and applications, as well as how to use artificial intelligence, such as its limitations, implications, and ethical considerations.

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Foundational concepts of AI literacy include elements of computer science, as well as ethics, psychology, data science, engineering, statistics, and other areas beyond STEM. AI literacy equips individuals to engage productively and responsibly with AI technologies in society, the economy, and their personal lives. Schools can create opportunities for educators to collaborate and consolidate lessons learned to promote AI literacy across disciplines. In April 2025, the Center for Reinventing Public Education (CRPE) issued "an urgent call" for widespread support of AI literacy for educators and education leaders, arguing that "Adult AI literacy is the foundation to advancing scalable, sustainable AI strategies."[7]

NEW RESOURCE: AI Literacy Framework

The European Commission and the Organization for Economic Cooperation and Development (OECD), with support from Code.org and leading global experts are developing a global AI literacy framework for primary and secondary education.

The framework defines what students should know and be able to do as AI evolves and shapes society, enabling them to benefit from, as well as lead and shape, the AI transition. It will include competencies that primary and secondary educators can integrate across subjects, so that AI literacy becomes a part of everyday classrooms.

A draft of the AI literacy framework will be released in May 2025. We invite feedback from educators and stakeholders worldwide. The final version—shaped by global feedback—will be released in early 2026 and will include practical, high-quality examples of AI literacy. Visit teachai.org/ailiteracy to learn more about this work.

The United States White House issued an executive order in April 2025, Advancing Artificial Intelligence Education for American Youth, that underscores the importance of AI literacy.

AI4K12's Five Big Ideas in AI provide K-12 guidelines for how AI works.

[7] Center on Reinventing Public Education. *Calming the noise: How AI Literacy Efforts Foster Responsible adoption for Educators.* (2025, April 1). https://crpe.org/calming-the-noise-how-ai-literacy-efforts-foster-responsible-adoption-for-educators/

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One of the major benefits of learning about AI is developing computational thinking, a way of solving problems and designing systems that draw on concepts fundamental to computer science and are applicable to various disciplines. Learning how AI works is an opportunity for learning computational thinking skills, such as:

- Decomposition: AI often tackles complex problems. Understanding these problems requires breaking them down into smaller, more manageable parts.
- Pattern Recognition: Machine learning relies on recognizing patterns in data. By understanding machine learning, students practice and develop skills in identifying patterns and trends.
- Algorithmic Thinking: Learning about AI exposes students to algorithms, step-by-step solutions to a problem, from simple decision trees to more complex processes.
- Reflection: As with any computational task, AI models can sometimes produce unexpected or incorrect results. Understanding and rectifying, or debugging, these issues are central to both AI and computational thinking.
- Evaluation: AI often requires assessing different solutions to determine the best approach. This mirrors a key aspect of computational thinking, where solutions are tested and refined based on outcomes.

As an example of a discipline engaging deeply in how AI might influence curriculum and instruction, refer to TeachAI and CSTA's Guidance on the Future of Computer Science Education in an Age of AI.

> The EU AI Act, Article 4, mandates that providers and deployers of AI systems ensure a sufficient level of AI literacy among their staff and others involved in operating AI systems, considering their technical knowledge, experience, education, and the context in which the AI systems are used. This requirement became effective on February 2, 2025.
>
> Article 26 of Argentina's Framework for the Regulation of the Development and Use of AI states that "AI training and education will be promoted for professionals, researchers and students, in order to develop the skills and competencies necessary to understand, use and develop AI systems in an ethical and responsible manner."

AI literacy has benefits for a wide range of stakeholders and a variety of purposes. For example:

- Policymakers will be better able to assess and mitigate risks, from data privacy threats to overreliance on automation.

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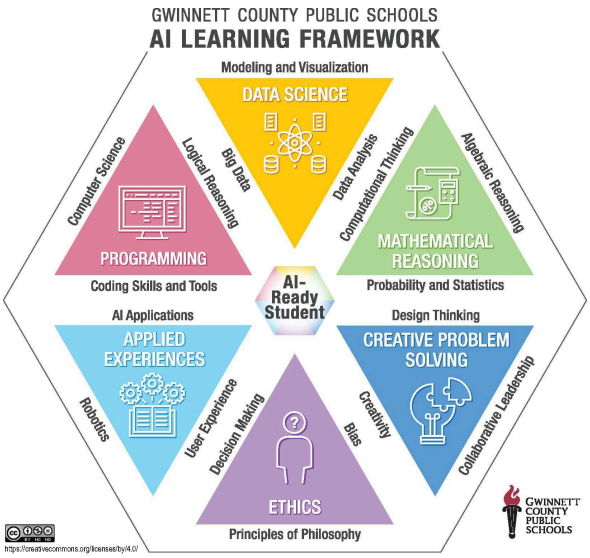
- Teachers will be more prepared to lead discussions on AI's ethical and societal impacts, including bias, privacy, and fairness, and promote its responsible use.
- Students will be more likely to critically assess AI-generated content and discern between reliable outputs and potential misinformation.

AI Literacy frameworks are beginning to emerge, and many guidance documents offer significant content shaping these frameworks. The AI Readiness Framework, developed by aiEDU, highlights "What students, educators, and district leaders need to know." This free resource is offered for students and educators to use as they "develop AI Literacy and build AI Readiness." For districts, the resource includes a rubric to use as they prepare schools for AI integration.

The Digital Promise AI Literacy Framework is designed to provide educational leaders with a concise and comprehensive understanding of what constitutes AI literacy. The framework centers around three interconnected "Modes of Engagement: Understand, Evaluate, and Use". Underpinning these modes are core values emphasizing human judgment and centering justice. These values are operationalized through "AI Literacy Practices", which are actionable skills that demonstrate understanding and evaluation. The framework also identifies three types of use: interact, create, and problem solve. This interconnected approach highlights that robust AI literacy involves a concurrent and integrated engagement with understanding, evaluating, and using AI, guided by core values and demonstrated through specific practices.

The European Artificial Intelligence Office maintains a Living Repository of AI Literacy Practices: A dynamic collection of real-world AI literacy initiatives from European organizations, compiled to support implementation of Article 4 of the EU AI Act. This repository showcases practices across sectors and organizational sizes, offering concrete examples of how to tailor AI literacy training by role, technical expertise, and contextual use. It's designed to inspire cross-sector learning, highlight inclusive and risk-aware strategies, and ensure AI tools are used ethically, effectively, and in alignment with regulatory expectations.

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Example: In 2019, Gwinnett County Public Schools launched a K-12 AI literacy initiative that includes both discrete and embedded learning experiences across content areas through the lens of their AI Learning Framework. High school students have the option to participate in the discrete three-course AI pathway, which dives beyond literacy to rigorous technical learning for those students interested in an AI career.

Image: Gwinnett County Public Schools AI Learning Framework

Example: The California Department of Education offers information regarding the role of AI in California K12 education. *"Knowing how AI processes data and generates outputs enables students to think critically about the results AI systems provide. They can question and evaluate the information they receive and make informed decisions. This is of particular significance as students utilize AI in the classroom, to maintain academic integrity and promote ethical use of AI."* In addition, California's legislature passed Assembly Bill No. 2876 in 2024 which requires "*... the commission to consider incorporating Artificial Intelligence (AI) literacy content into the mathematics, science, and history-social science curriculum frameworks when those frameworks are next revised after January 1, 2025, and would require the commission to consider including AI literacy in its criteria for evaluating instructional materials when the state board next adopts mathematics, science, and history-social science instructional materials, as provided.*"

4. Balance: Realize the benefits of AI and address the risks.

- ☐ *Does our guidance describe and support opportunities associated with using AI and proactively mitigate the risks?*

Navigating AI in education requires a balanced approach—one that embraces innovation while maintaining a clear-eyed awareness of the risks. Rather than viewing AI as inherently good or

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bad, educational leaders can work toward practical strategies that shape how AI is used in ways that reflect our values, advance student learning, and preserve human judgment. This principle recognizes that realizing the benefits of AI depends on how thoughtfully it is integrated, governed, and supported.

One resource that wrestles with what a balanced approach to AI in the classroom entails is How to Address Artificial Intelligence in the Classroom (School of Education at the University of San Andrés in Argentina). The guide (available in Spanish and English) provides educators, policymakers, and school leaders with insights and practical strategies for integrating AI into classrooms responsibly, including using AI-generated texts for analysis, incorporating AI literacy into lessons, and adapting assessments to ensure genuine student learning.

The tables below outline areas of opportunity, related risks, and strategies to mitigate these risks in student learning, teacher support, and management and operations.

Tables: Opportunities, Risks, and Guardrails for Balanced AI Integration in Education

Student Learning		
Opportunities	**Risks**	**Guardrails**
Personalized Content and Review: AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students (including those with disabilities) access and develop tailored resources to meet their specific needs, and help students organize thoughts and review content. **Greater Content Accessibility for Students with Disabilities:** Assistive technologies like text-to-speech software, speech recognition systems, and AI-integrated augmentative and alternative	**Plagiarism and cheating** can occur when students copy from generative AI tools without approval or adequate documentation and submit AI-generated work as their original work. **Misinformation** can be produced by generative AI tools and disseminated at scale, leading to widespread misconceptions. **Bullying and harassment** by using AI tools to manipulate media in order to impersonate others can have severe consequences for	In addition to being clear about when and how AI tools may be used to complete assignments, teachers can restructure assignments to reduce opportunities for plagiarism. This may include evaluating the artifact development process rather than just the final artifact and requiring personal context, original arguments, or original data collection. Students should learn how to critically evaluate all content for misinformation or manipulation and be taught

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communication (AAC) tools hold potential to improve learning experiences for students with diverse needs. accessibility.[8] **Aiding Creativity:** Students can use generative AI as a tool to spark creativity across diverse subjects, including writing, visual arts, and music composition. AI can suggest novel concepts or generate artwork or musical sequences to build upon. **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, especially for students with financial or geographic constraints. Virtual teaching assistants powered by AI can provide round-the-clock support, help with homework, and supplement classroom instruction. **Critical Thinking and Future Skills:** Students who learn about how AI works are better prepared for future careers in a wide range of industries. They can develop	students' well-being. **Overreliance** on AI models can lead to undercutting the learning process and abandoning human discretion and oversight. Important nuances and context can be overlooked and accepted.[9] People may overly trust AI outputs, especially when AI is seen as having human-like characteristics (i.e., anthropomorphization). **Unequal access** to AI tools worsens the digital divide between students with independent and readily available access at home or on personal devices and students dependent on school or community resources.	about responsible development and sharing of AI-generated content. Staff and students should be taught how to properly cite and acknowledge the use of AI where applicable. If an assignment permits the use of AI tools, the tools must be made available to all students, considering that some may already have access to such resources outside of school. See Principle 1. Purpose and Principle 5. Integrity for more information.

[8] Pérez Perez, F. (2024) *AI & Accessibility in Education.* Consortium for School Networking & CAST. https://www.cosn.org/2024-blaschke-executive-summary/

[9] Dede, C. (2023). *What is Academic Integrity in the Era of Generative Artificial Intelligence?* (Blog) https://silverliningforlearning.org/what-is-academic-integrity-in-the-era-of-generative-artificial-intelligence/

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computational thinking skills to break down complex problems, analyze data critically, and evaluate the effectiveness of solutions.		

Teacher Support		
Opportunities	**Risks**	**Guardrails**
Content Development, Enhancement, and Differentiation: AI can assist educators by differentiating resources, drafting initial lesson plans, generating diagrams and charts, and creating customized activities based on student needs and proficiency levels. **Assessment Design and Analysis**: In addition to enhancing assessments by automating question creation, providing standardized feedback on common mistakes, and designing adaptive tests based on real-time student performance, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments.	**Harmful bias** is often due to human biases reflected in the data used to train an AI model. Risks include reinforcing stereotypes, recommending educational interventions that are inappropriate, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. **Diminishing student and teacher agency and accountability** is possible when AI technologies deprioritize the role of human educators in making educational decisions. While generative AI can present useful assistance in amplifying teachers' capabilities and reducing teacher workload, these	Select AI tools that provide an appropriate level of transparency in how they create their output to identify and address harmful bias. Include human evaluation before any decisions informed by AI are made, shared, or acted upon. Educate users on the potential for harmful bias in AI systems so they can select and use these tools more thoughtfully. All AI-generated content and suggestions should be reviewed and critically reflected upon by students and staff, thereby keeping “humans in the loop” in areas such as student feedback, grading, and when learning

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Teachers should ultimately be responsible for evaluation, feedback, and grading, as well as determining and assessing the usefulness of AI in supporting their grading work. AI should never be solely responsible for grading. **Continuous Professional Development**: AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference. **Ethical Decisions**: Understanding how AI works, including its ethical implications and environmental impact, can help teachers make critical decisions about the use of AI technologies and help them support ethical decision-making skills among	technologies should be a supporting tool to augment human judgment, not replace it. **Privacy concerns** arise if AI is used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on teachers' privacy rights and create a culture of surveillance.[10]	interventions are recommended by AI [11] When AI tools generate instructional content, it's vital for teachers to verify that this content is accurate and aligns with the curriculum standards, learning objectives, and needs of their students. See Principle 3. Knowledge and Principle 6. Agency for more information.

[10] The White House: OSTP, *Blueprint for an AI Bill of Rights: Making Automated Systems Work for the American People*, The White House, https://www.whitehouse.gov/ostp/ai-bill-of-rights/
[11] U.S. Department of Education, Office of Educational Technology, *Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations*, Washington, DC, 2023.

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students.		

A National Level Guide for Applying Generative AI
In April 2023, the United Arab Emirates Office of AI, Digital Economy, and Remote Work released 100 Practical Applications and Use Cases of Generative AI, a guide that includes detailed use cases for students, such as outlining an essay and simplifying difficult concepts.

"***The potential for AI is obvious, and educating our future generation is just the beginning.***"

– H.E. Omar Sultan Al Olama

Management and Operations		
Opportunities	**Risks**	**Guardrails**
Operational Efficiency: Staff can use tools to support school operations, including helping with scheduling, automating inventory management, increasing energy savings, conducting risk assessments, and generating performance reports. **Data Analysis:** AI can extract meaningful insights from vast amounts of educational data by identifying trends in performance, attendance, and engagement to better personalize instruction.	**Compromising privacy** is a risk when AI systems gather sensitive personal data on staff and students, store personal conversations, or track learning patterns and behaviors. This data could be hacked, leaked, or exploited if not properly secured and anonymized. Surveillance AI raises all of the concerns above, as well as the issue of parental consent, potential harmful biases in the technology, the emotional impact of continuous monitoring, and the potential misuse of collected data.	Evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools should be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused. Use AI as a supplementary tool rather than a replacement for human judgment. For example, AI can be used to filter out clearly unqualified candidates, but final

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Communications: AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation. **Professional Development**: AI can tailor professional development programs and content based on staff interests and career stages.	**Discrimination** is a main concern of AI-driven recruitment due to the potential for reinforcing existing biases. If the AI system is trained on historical hiring data that contains harmful biases (e.g., preferences for candidates from certain universities, gender biases, or age biases), the system might perpetuate those biases in its selections.	decisions should involve human recruiters. See Principle 2. Compliance for more information.

Guidance from the Allen Institute for AI

Though ethical AI research continues, current best practices exist:

- Developers can train AI models with diverse datasets, evaluate models for harmful bias and toxicity, and provide insight into a model's intended uses and limitations.
- School administrators can train staff on AI, inform families about AI use, and monitor how tools are performing across demographics.

Example: The Code of Student Conduct of the Madison City Schools, Alabama, USA, integrates an Artificial Intelligence Acceptable Use Policy into section 4.8.14 of the "Acceptable Use Of Computer Technology And Related Resource" and recognizes specific risks of AI use:

- *"Students should acknowledge that AI is not always factually accurate, nor seen as a credible source, and should be able to provide evidence to support its claims."*
- *"All users must also be aware of the potential for bias and discrimination in AI tools and applications."*

🚀 Looking ahead: As new research emerges on the applications of AI in educational settings, schools should rely on evidence-based methods to guide initiatives (see also Principle 7: Evaluation).

5. Integrity: Advance academic integrity.

- ☐ *Does our guidance sufficiently cover academic integrity, plagiarism, and proper attribution when using AI technologies?*

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- ☐ *Do we offer professional development for educators to use commonly available AI technologies to support the modification of assignments and assessments?*
- ☐ *Do students have clear guidance for citing AI usage, using it properly to bolster learning, and understanding the importance of their voice and perspective in creating original work?*

While it is necessary to address plagiarism and other risks to academic integrity, AI simultaneously offers staff and students an opportunity to emphasize the fundamental values that underpin academic integrity – honesty, trust, fairness, respect, and responsibility.[12] AI's limitations can also showcase the unique value of authentic, personal creation.

Tips to Avoid Plagiarism

The Oregon Department of Education suggests multiple strategies, including:

- Rethink assignments and clarify what standards/skills are being addressed.
- Create more opportunities for students to problem solve, analyze, synthesize, and share their thinking in classroom settings.
- Embed formative assessment throughout in order to get a deeper sense of students' writing over time.

"**Adapt assignments, assessments, and grading**, which could include features like a scaffolded set of tasks; connections to personal and/or recent content for longer out-of-class assignments; in-class presentations to demonstrate content learned, regardless of if or how AI supported that learning; appropriate citations of AI (like any other source) showing what was used and how; and some skill assessments designed to remove the possibility of AI support."[13]

Existing academic integrity policies should be evaluated and updated to include issues specific to generative AI. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback. Students should be instructed to properly cite any instances where generative AI tools were used.

[12] International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity

[13] Gallagher, H. A., Yongpradit, P., & Kleiman, G. (August, 2023). *From reactive to proactive: Putting districts in the AI driver's seat* [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/reactive-proactive

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How do you cite generative AI content?

Use one of the following resources:

- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

Emerging guidance documents also recommend "rethinking" academic integrity in the context of AI. These approaches double down on the importance of maintaining standards of academic integrity, while acknowledging that we will not fully know the extent of AI use within the work that we see. Because of that perpetual uncertainty introduced by generative AI, maintaining academic integrity will require clarity about what academic integrity means. Proactively articulating the values of academic integrity and doing the work of defining those principles and operationalizing them in the context of AI is critical to prevent this potential erosion of integrity in our schools.

Rethinking Academic Integrity in the Context of AI: Illustrative Approaches from Colorado and Oklahoma
Colorado: "Be open to rethinking academic integrity; include clear definitions of plagiarism and academic dishonesty while emphasizing how students can responsibly use AI as a tool, eliminating the need for a separate AI plagiarism policy. Additionally, providing basic AI literacy education is essential, linking it to data literacy and career readiness. It is also crucial to teach students how to verify AI-generated information for truthfulness, ensuring they can critically assess the accuracy of such information" (p. 19).
Oklahoma: The Oklahoma State Department of Education guidance emphasizes the need to rethink traditional notions of plagiarism in the age of AI and adapt teaching methods and expectations: "As AI becomes an integral part of writing, from scholarly articles to news updates and emails, it is imperative to reconsider our traditional notions of plagiarism and academic integrity. As AI continues to shape education, labeling all AI-assisted work as "cheating" is shortsighted. Instead, educators must adapt their teaching methods and expectations to accommodate this new reality" (p.7).

Teachers should be transparent about *their own* uses of AI and clear about how and when students are expected to use or not use AI. For example, a teacher might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.

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Be Clear About When and How to Use AI for Assignments		
Level of AI Use	**Description**	**Example Instruction**
Permissive	Students can freely utilize AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, but proper citation is required."
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	"You can employ AI tools to assist brainstorming or initial research, but the main content, arguments, and conclusions should be your own."
Restrictive	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."

An AI Assessment Scale is a tool that can help communicate clearly to students the specific uses of AI allowed on different assessments ranging from no AI to Full AI use.[14] The authors recently updated the AI Assessment Scale. The new scale maintains the five categories of AI use, extending to creative uses of AI in exploration.

[14] Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): *A Framework for Ethical Integration of Generative AI in Educational Assessment. Journal of University Teaching and Learning Practice, 21*(6). https://doi.org/10.53761/q3azde36

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1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice, 21*(6). https://doi.org/10.53761/q3azde36

Teachers should not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism. The accuracy of these technologies is questionable, leading to the risk of false positives and negatives. Their use can promote a culture of policing assignments to maintain the status quo rather than preparing students for a future where AI usage is ubiquitous.[15]

> **"Teachers should not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism."**

Example: Laguna Beach USD in California has produced a short video to assist in clarifying expectations regarding AI use on assignments that you may also find useful.

[15] Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., and Zou, J. (2023). *GPT Detectors Are Biased against Non-native English Writers*. Patterns 4,100779.

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Resources Addressing Academic Integrity

- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in Your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University

6. Agency: Maintain human decision-making when using AI.

- ☐ *Does our guidance clarify that staff are ultimately responsible for any AI-aided decision and that AI is not solely responsible for any major decision-making or academic practices?*
- ☐ *How does our guidance ensure that students retain appropriate agency in their decisions and learning paths when using AI tools?*

Any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes. These decisions include instructional decisions, such as assessment or academic interventions, and operational decisions, such as hiring and resource allocation. AI systems should serve in a consultative and supportive role without replacing the responsibilities of students, teachers, or administrators.

> **"Any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes."**

Example: Peninsula School District, Washington, USA. AI Principles and Beliefs Statement*: "The promise of Artificial Intelligence (AI) in the Peninsula School District is substantial, not in substituting human instructors but by augmenting and streamlining their endeavors. Our perspective on AI in education is comparable to using a GPS: it serves as a supportive guide while still leaving ultimate control with the user, whether the educator or the student."*

Early concepts of "humans in the loop" appear in many guidance documents. That same work is beginning to conceptualize the human role as more than a mere participant and to check on the information generated by AI tools. **Human agency** conceives of AI as a tool that humans use to accomplish their goal and meet their needs. This perspective better aligns with the purpose of education systems in the first place: to build the knowledge, skills, and dispositions that students need to play rewarding and productive roles in their communities.

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The European Commission resource, *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators* defines human agency as *"the capability to become a competent member of society,"* and the ability to *"determine their life choices and be responsible for their actions. Agency underpins widely used concepts such as autonomy, self-determination, and responsibility"* (p. 18).

🚀 Looking ahead: In the future, AI policies should expect increased transparency from AI providers on how tools work and include statements like, "*Our school system aims to work with AI tools that are transparent in how they operate, that provide explanations for outputs, and that enable human oversight and override. We will require all providers to make it clear when a user is interacting with an AI versus a human."*

7. Evaluation: Regularly assess the impacts of AI.

- ☐ *Does our education system's guidance on AI recognize the need for continuous change?*
- ☐ *Has the education system reassessed existing products, as their providers may have added AI features since their initial evaluation?*
- ☐ *Is there a plan for community input on AI policy and implementation, including feedback from students, parents, teachers, and other stakeholders?*

The US Office of Educational Technology's *Empowering Education Leaders: A toolkit for safe, effective, and equitable AI integration offers*, Module 4: Understanding the Evidence offers a framework for educational leaders to evaluate AI-enabled tools and continuously refine AI education guidance. It outlines the four tiers of evidence defined by the Every Student Succeeds Act (ESSA), ranging from well-supported research to emerging interventions with a rationale for effectiveness. Leaders can use these tiers to assess AI products, ensuring they align with evidence-based practices before adoption. Resources like the What Works Clearinghouse or the Edtech Index that is in development can support informed decision-making, while research-practice partnerships offer opportunities for continuous evaluation and improvement of AI policies and procurement strategies (see also Principle 2: Compliance).

Guidance should be reviewed and updated often to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. Guidance and policies will benefit from feedback from various stakeholders, including teachers, parents, and students, especially as more is learned about the impact of AI in education. See suggestions for monitoring, ongoing support, and collecting feedback in Digital Promise's Emerging Technology Adoption Framework.

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Example: Gwinnett County Schools in Georgia, USA, created an office dedicated to computer science and AI. *"The Office of Artificial Intelligence and Computer Science provides supports for the district's K-12 Computer Science for All (CS4All) program as well as K-12 competition robotics. The office also supports the AI and Future-Readiness initiative in collaboration with other departments. Future-Readiness emphasizes the learning needed for students to be ready for their futures. As advanced technologies continue to impact the workplace and society, GCPS students will be future-ready as informed users and developers of those technologies."*

Example: The Utah State Board of Education has a dedicated AI education specialist who supports policy decisions around artificial intelligence in education, and supports schools in developing their own frameworks and policies around AI. The AI education specialist is also charged with supporting internal and external professional development efforts around artificial intelligence across Utah.

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Featured User Guides

The process of developing guidance will look slightly different for a **system leader**, a **local administrator/principal**, or a **classroom teacher**, and you can find roadmaps for using the toolkit tailored to each role below. No matter your role, ***the overarching goal remains the same: fostering the safe, effective, and equitable use of artificial intelligence in education.***

Education system leaders, such as school board members, local and national education leaders (e.g. ministries of education, superintendents), directors of technology, and directors of curriculum and instruction, can use this toolkit to inform the development of a vision statement, set of principles and beliefs, or a responsible use policy.

Principals and local school administrators, such as academic officers or staff development specialists, can use this toolkit to inform instructional guidance and professional development.

Teachers can use sections of the toolkit to inform their use of AI for instruction and assessment and consider how their students should or should not use AI when completing assignments.

→ Education System Leaders

Objective: **Develop or update systemwide AI guidance and/or policy that aligns with educational goals, addresses compliance, and sets the tone for AI use in multiple districts or schools.**

- ☐ **Establish a vision and framework** (Refer to A Framework for Incorporating AI in an Education System)
  - **Action**: Review the document's explanation of how AI guidance, organizational learning, and transformation interrelate.
  - **Outcome**: Define high-level goals for AI use (improving student outcomes, supporting teacher well-being, ensuring equity, etc.).
  - **Why**: This lays the foundation for any forthcoming guidance or policy, rooting AI use in your system's existing strategic priorities.
- ☐ **Use the TeachAI Principles and Sample Guidance to determine the guidance and policy you need to develop**

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- **Action**: Examine each principle—Purpose, Compliance, Knowledge, Balance, Integrity, Agency, Evaluation—and determine the issues that need to be addressed in system wide policy.
- **Outcome**: Adopt or adapt these guiding principles into official documents.
- **Why**: Clear principles help unify diverse stakeholders around shared beliefs about AI's role.

☐ **Assess current policies and gaps** (Refer to Sample Considerations for Existing Policies)

- **Action**: Compare existing technology, privacy, and academic integrity policies with the toolkit's sample language around AI.
- **Outcome**: Identify policy gaps (e.g., no mention of generative AI, inconsistent privacy stipulations, significant student protections) and draft updates or new sections.
- **Why**: This ensures your overarching policy infrastructure is coherent, up to date, and compliant with relevant laws.

☐ **Facilitate stakeholder input** (Refer to Engage Parents, Staff, and Students)

- **Action**: Use the toolkit's suggestions on engaging families, educators, and students early. Consider hosting listening sessions or surveys. Make use of the adaptable AI in Education Presentation.
- **Outcome**: Gather and address real-world concerns and ideas from the field to refine your policy, building broad-based support.
- **Why**: Early engagement fosters trust, surfaces issues leaders may overlook, and increases policy adoption. It is also a useful first step in building general AI Literacy within your system's community.

☐ **Plan for capacity-building and cultivate AI Literacy** (Refer to Principle 3. Knowledge: Promote AI Literacy)

- **Action**: Budget for statewide/district wide training, referencing the toolkit's emphasis on AI literacy and professional development.
- **Outcome**: Develop training plans and other supports so resources are available for teachers, staff, and students.
- **Why**: Even a well-written AI policy will fail if end users lack the knowledge or resources to implement it responsibly across subjects.

☐ **Establish Ongoing Evaluation** (Refer to Principle 7. Evaluation: Regularly Assess the Impacts of AI)

- **Action**: Create a mechanism to track AI's efficacy and potential unintended consequences.
- **Outcome**: Policies remain agile as technology evolves; updates are based on evidence rather than reactive bans.

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- **Why**: AI tools, regulations, and best practices will rapidly change, and your system must remain proactive.

→ Principals and Local School Administrators

Objective: **Create practical, localized guidelines and professional development plans so that staff and students have clarity on how to use AI tools within the school or region.**

- ☐ **Align with systemwide framework** (Refer to A Framework for Incorporating AI in an Education System)
  - **Action**: If a larger education authority has set guidelines, map your local strategy to their overarching framework. If not, use the toolkit to define your vision mapped to your own key frameworks and principles (e.g. instructional vision, portrait of a graduate)
  - **Outcome**: A vision or AI mission statement for your organization that respects existing regulations and emphasizes local priorities.
  - **Why**: Alignment ensures that you address immediate community needs and that deployment of AI advances rather than frustrates broader system goals.
- ☐ **Draft local guidance** (Refer to TeachAI Principles and Sample Guidance)
  - **Action**: Use the sample guidance sections—Purpose, Scope, Principles, Responsible Use, Prohibited Use—to craft a succinct document.
  - **Outcome**: A clearly articulated document or handbook for staff, students, and families.
  - **Why**: Clearly defined expectations reduce classroom confusion and inconsistencies, offering teachers the confidence to innovate rather than become overly risk-averse.
- ☐ **Review and Update Existing Policies** (Refer to Sample Considerations for Existing Policies)
  - **Action**: Work with your legal, IT, and instructional teams to integrate AI references into your responsible use policies, privacy statements, academic integrity rules, and other relevant guidance.
  - **Outcome**: Updated policies that directly mention generative AI, specify how teachers and students should cite AI-generated work, and outline restrictions (e.g., no personally identifiable information (PII) or data are shared with AI).
  - **Why**: In many schools, general "acceptable use" policies need explicit AI-focused language to address privacy, plagiarism, and misuse within the context that generative AI creates.
- ☐ **Engage Your Community** (Refer to Engage Parents, Staff, and Students)

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- **Action**: Host workshops or Q&A sessions that highlight how AI might be used for tutoring, creativity, or administrative tasks—and address concerns such as privacy or cheating.
- **Outcome**: Greater transparency and support from families and the broader community.
- **Why**: AI adoption can spark misunderstandings and fears; proactive dialogue fosters trust and clarifies benefits and boundaries.

☐ **Plan and deliver professional development and training** (Refer to Principle 3. Knowledge: Promote AI Literacy)

- **Action**: Engage and communicate with teachers and staff. Schedule AI Literacy training for teachers and staff on AI basics, best practices, ethical considerations, and the specific guidelines you've set. Consider using the AI in Education Presentation available in the toolkit.
- **Outcome**: Improved staff confidence in using AI to create materials, differentiate lessons, assess student work, and remain alert to potential harmful biases.
- **Why**: Teachers in all subjects need both theoretical and hands-on exposure to generative AI tools to integrate them responsibly and effectively.

☐ **Implement a Feedback & Improvement Cycle** (Refer to Principle 7. Evaluation: Regularly Assess the Impacts of AI)

- **Action**: Collect feedback from teachers, students, and families about AI usage in classrooms. Monitor changes in academic integrity incidents, privacy issues, or administrative efficiency.
- **Outcome**: A regular improvement process that updates your local guidelines as technology, laws, and best practices evolve.
- **Why**: AI changes quickly; ongoing evaluation ensures your policies stay relevant and effective.

→ Teachers

Objective: Use the toolkit's recommendations to guide daily classroom practices, incorporate AI in ways that enrich student learning, and set appropriate boundaries.

☐ **Familiarize Yourself with the Basics** (Refer to Summary of Key Messages and Principles, Principle 1. Purpose: Use AI to help students achieve educational goals, Principle 3. Knowledge: Promote AI Literacy and the AI in Education Presentation)

- **Action**: Read or view the toolkit's foundational materials on AI (what it is, how it works, typical pitfalls like misinformation, and ways to use it for creativity).
- **Outcome**: A clear understanding of generative AI's strengths and limitations (e.g., hallucinations, bias, harassment).

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- **Why**: A teacher's ability to model responsible AI use starts with personal proficiency and awareness of both benefits and risks. (Refer to Principle 4. Balance)

- [ ] **Clarify Classroom AI Use with Students** (Refer to Principle 5. Integrity: Advance Academic Integrity, Principle 4. Balance: Realize the Benefits of AI and address the risks, Sample Student Agreement on the Use of AI, and Sample Guidance)
  - **Action**: Explicitly state when AI is allowed, how it must be credited, and in which assignments or portions of assignments it is prohibited. Integrate this process across all subjects.
  - **Outcome**: Students understand academic integrity expectations—especially around originality versus AI-generated content.
  - **Why**: Transparency prevents misconduct and helps students see AI as a learning aid rather than a shortcut for plagiarism.
- [ ] **Design Lessons and Assessments Thoughtfully** (Refer to Principle 3. Knowledge: Promote AI Literacy, Principle 5. Integrity: Advance Academic Integrity, Principle 4. Balance: Realize the Benefits of AI and Address the Risks)
  - **Action**: Rethink assignments so they focus on critical thinking, personal reflection, deliberation, debate, or in-class presentations—tasks that can't be done solely by AI. This work will continue as AI evolves. For instance, agentic AI will have different capabilities and require different assignments for learning with agents.
  - **Outcome**: Students build deeper knowledge, leveraging AI as a learning tool, while simultaneously building the skills of voice and agency that the advent of AI will require of them throughout their educational and career pathways.
  - **Why**: Adapting lessons, assignments, and assessments to the AI era helps you maintain rigorous standards for creativity, original thought, content knowledge, and agency skills.
- [ ] **Use AI to Enhance Instruction** (Refer to Principle 6. Agency: Maintain human decision-making when using AI, Sample Guidance sections Guiding Principles for AI Use, and Responsible Use of AI Tools)
  - **Action**: Explore AI for differentiating instruction, creating tailored assessments, generating reading passages at different levels, or providing quick translations.
  - **Outcome**: Increased time to offer more personalized support to students.
  - **Why**: Generative AI can reduce repetitive tasks, increasing time on relationships and high-value instructional activities.
- [ ] **Model Safe and Ethical Usage** (Refer to Principle 4. Balance: Realize the Benefits of AI and Address the Risks)
  - **Action**: Demonstrate how to verify AI-generated information, talk about harmful biases, and show students how you incorporate AI responsibly in your workflow.

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- **Outcome**: Students develop digital literacy skills and a healthy skepticism toward automated outputs.
- **Why**: Teachers shape student attitudes; modeling best practices fosters a culture of responsible, critical use of technology.

☐ **Provide Feedback and Adapt** (Refer to Principle 7. Evaluation: Regularly Assess the Impacts of AI)

- **Action**: Share classroom experiences with colleagues and leadership—both successes and pitfalls. Document changes in student engagement or achievement. Involve students in sharing their experiences and ideas for using AI to learn and deliberating over ethical and responsible practices in class.
- **Outcome**: A professional learning community that refines local AI guidelines.
- **Why**: Teacher experiences on the ground should inform how the region or system updates its AI strategies and policies over time.

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Sample Considerations for Existing Policies

While issuing standalone AI guidance may serve as an initial step, guidelines should also be incorporated into existing policies. Below are examples of language based on the Principles for AI in Education relevant to responsible use, privacy, and academic integrity policies. These policies should be developed in accordance with your education system's established policy development process, which may include review by a policy committee, key stakeholders, and legal counsel before seeking approval from governing bodies.

In creating your own guidance or addendums to existing policies, we recommend that you:

- Use language that's clear and familiar to educators, administrators, students, and families.
- Engage local educators, families, students, and community members to gather feedback and insights.
- Account for the available technological infrastructure, like internet access and device availability.
- Ensure policies account for the training needs of educators to implement new guidelines effectively.

These are examples for illustrative purposes and should be customized.

→ Responsible Use Policy: AI Tools & Systems

- **AI Output Review**: Always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.
- **Bias and Misinformation**: Be aware that AI-generated content may possess harmful biases or inaccuracies. Always verify AI-produced results using trusted sources before using them.
- **Safety & Respect**: Users must not use AI tools to create or propagate harmful, misleading, or inappropriate content. (Note: This may also be added to a student code of conduct or bullying/harassment policy.)
- **Transparency**: Any use of AI to aid assignments, projects, or research must be declared.

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- **Usage**: AI tools will be used for educational purposes only. Misuse or malicious use of AI technologies will lead to disciplinary action.

→ Privacy Policy: AI & Data Collection

- **Data Collection**: Parents, guardians, and students will be informed of specific data collection initiatives, and where applicable, consent will be sought. All AI-driven data collection will adhere to local data protection regulations and best practices.
- **Third-Party AI Tools**: The school's approved list of AI tools should always be consulted. Unauthorized AI tools might not adhere to our data privacy standards.
- **Personal Information**: Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization, including any data related to student education records.

→ Academic Integrity Policy: AI Assistance

- **Assessments**: AI tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.
- **Assignments**: Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. They should articulate why they do not allow its use in other assignments or parts of assignments.
- **Bias & Critical Thinking**: Teachers and students alike should critically evaluate AI-generated content for potential harmful biases or inaccuracies and understand the limitations of AI and the importance of cross-referencing with trusted sources.
- **Citations**: Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
    - MLA Style - Generative AI
    - APA Style - ChatGPT
    - Chicago Style - Generative AI
- **Plagiarism**: AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

Use of AI Detection Tools: At present, technologies that claim to detect content developed by generative AI are not sufficiently accurate to reliably determine cheating and plagiarism. Therefore, while some teachers might use such systems to inform the feedback they provide to

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students about improving their writing, we discourage reliance on these systems to determine responsibility in cases where plagiarism is suspected.

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Sample Guidance

This is an example of a resource an education system might provide schools. It is designed to be downloaded as a reference during guidance development. It is provided for illustrative purposes and is not a definitive model. See Sample Considerations for Existing Policies for language that can be added to existing responsible use, privacy, and academic integrity policies.

> As of January 2025, twenty-six U.S. states have published AI guidance: AL, AZ, CA, CO, CT, DE, GA, HI, IN, KY, LA, MI, MN, MS, NC, ND, NJ, OH, OK, OR, UT, VA, WA, WI, WV, and WY, as well as PR. Visit teachai.org/policy-tracker for an updated list.

→ Guidance on the Use of AI in Our Schools

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→ Purpose

This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as, Copilot, ChatGPT, Gemini, Midjourney, and DALL-E, that can produce new content, such as text, images, or music, based on

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patterns they've learned from their training data.[16] This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. Think of it as teaching a computer to be creative based on examples it has seen. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

✍️ *You may want to specifically reference your existing technology use, academic integrity, and student support policies here.*

→ Scope

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

→ Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide. We are committed to evaluating AI tools for harmful biases and ethical concerns, ensuring they effectively serve our diverse educational community.

2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

[16] OpenAI. (2023). ChatGPT (September 25 Version) [Large language model]. https://chat.openai.com

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3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, which includes the knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, applications, and foundational concepts of computer science , as well as how to use artificial intelligence, such as its limitations, implications, and ethical considerations. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.

4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and harmful bias.

5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.

6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as "critical consumers" of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.

7. **We commit to auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

→ Responsible Use of AI Tools

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should

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be guided by the specific parameters and objectives defined for an activity.[17] Below are some examples of responsible uses that serve educational goals.

✍️ *You may want to adjust the paragraph above to denote who will be responsible for setting boundaries of responsible use in classes and assignments based on your school's norms.*

Student Learning

- **Aiding Creativity:** Students can use generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can serve as a supplemental partner for students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating resources, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional

[17] Gallagher, H. A., & Cottingham, B. W. (2023, June). *The urgent need to update district policies on student use of artificial intelligence in education* [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/urgent-need-update-district-policies-student-use-artificial-intelligence-education

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development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

🧩 *Sample language to consider when reviewing your Responsible Use Policy: Always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.*

⟶ Prohibited Use of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment**: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to

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properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect harmful societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. Staff and students will be taught to understand the origin and implications of harmful societal bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping "humans in the loop."[18]
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

School Management and Operations

- **Compromising Privacy**: The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies**: We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will

[18] U.S. Department of Education, Office of Educational Technology, *Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations*, Washington, DC, 2023.

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be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

→ Special Consideration: Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.[19]

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and potentially minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
    - MLA Style - Generative AI
    - APA Style - ChatGPT
    - Chicago Style - Generative AI

✍️ You may want to reference your academic integrity policies here.

🧩Sample language to consider when reviewing your Academic Integrity Policy: AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

💡For more resources on adjusting teaching and learning to uphold academic integrity:

[19] International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity

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- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in Your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University

→ Special Consideration: Security, Privacy, and Safety

We will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will clearly indicate when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

→ Review

This guidance will be reviewed annually, or sooner, to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

[Last updated: MM/DD/YY]

💡 For more information to inform ethical AI procurement:

- Common Sense Media AI Ratings System
- Emerging Technology Adoption Framework
- The Ethical Framework for AI in Education
- SIIA Education Technology Industry's Principles for the Future of AI in Education
- EdSAFE AI SAFE Benchmarks

✍️ You may want to reference relevant data privacy and security regulations and policies.

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> 🧩Sample language to consider when reviewing your Privacy Policy: Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization.

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Sample Letter to Parents and Guardians on the Use of AI

A letter to parents and guardians will engage families in the education system's vision and recommendations for the use of AI in schools. This is an example for illustrative purposes and should be customized. We thank the National Parents Union for their engagement in refining this resource.

→ Sample Letter to Parents and Guardians

Dear Parents and Guardians,

As emerging technologies like artificial intelligence (AI) become more prevalent, our school is proactively developing principles to guide the safe, effective, and responsible use of these tools for student learning. After careful consideration, we have established the following principles:

1. Support Education Goals for All: AI will be thoughtfully used to enhance outcomes for every student. Here is a list of possible edtech tools in use at our schools: [***Insert names and links for more information***]
2. Privacy & Security: AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. AI Literacy: Students and teachers will build skills to critically evaluate and utilize AI technologies ethically.
4. Realize Benefits & Address Risks: We will cautiously explore AI benefits while proactively addressing risks.
5. Academic Integrity: Students will produce original work and properly credit sources, including AI tools. Here is a link to our responsible use policy: [***Insert link to policy***]
6. Maintain Human Agency: AI will provide support, not replace educator and student discretion in decisions. Our staff will set parameters for each class and assignment for when and how AI systems can be used.
7. Continuous Evaluation: We will routinely audit AI use, update policies with community input and provide training to students, teachers, families or community members as needed.

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We remind parents and guardians that AI tools may have age restrictions. For example, ChatGPT currently requires users to be at least 13 years old and requires parental or legal guardian consent for students between the ages of 13 and 18. The website warns that "ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts."

Our goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. We embrace these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together. We thank you for your support.

Sincerely,
[Name]
[Title]

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Sample Letter to Staff on the Use of AI

Administrators and teachers will collaborate to determine how AI is used in classrooms, and teachers will play a critical role in monitoring the impact of AI tools on students and learning. Administrators should share clear guidance for teacher roles and practices. The AI ecosystem in schools will also include all staff as AI-enhanced tools enter every phase of work. Consider and include staff broadly (front office staff, child nutrition staff, maintenance teams, and others). A letter to staff can accompany guidance to help summarize and outline their specific roles and responsibilities; issuing such guidance is most effective when coupled with professional development. This is an example for illustrative purposes and should be customized.

→ Letter to Staff

Dear Teachers and Staff,

Artificial intelligence (AI) can transform our schools in exciting ways, but we must also mitigate the risks. Below are a few examples of responsible and prohibited uses of AI. We will provide ongoing PD opportunities throughout the rest of the school year.

Examples of Responsible Uses of AI

Student Learning:

- Aiding Creativity: Students can use generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- Content creation and enhancement: AI can help generate personalized study materials, summaries, assessments, and visual aids, help students organize thoughts and content, and help review content.

Teacher Support:

- Assessment Design and Analysis. AI can enhance assessment by creating questions and providing standardized feedback on common mistakes. Teachers will ultimately be

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responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- Content Differentiation. AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.

Responsible use of AI in the classroom may vary. For example, AI may only be appropriate for some graded assignments. I encourage you to discuss AI use with your students.

Examples of Prohibited Uses of AI

Student Learning:

- Bullying/harassment: The use of AI tools to create deepfakes, manipulate media, or impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- Plagiarism and cheating: Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

Teacher Support:

- Bias: AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. Staff and students will be taught to understand the origin and implications of bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- Diminishing student and teacher agency and accountability: AI technologies will not be used to supplant the role of human educators in instructing and nurturing students. AI

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is a supporting tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use.

We will continue to ensure that data privacy and security are top priorities and will continue to approve software according to updated policies that include AI. Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. For more information, please read our complete guidance [insert link] on using AI in education, which includes a sample student agreement for AI in the classroom. We will also be providing ongoing professional development opportunities throughout the school year.

Sincerely,

[Name]

Teach AI

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Sample Student Agreement on the Use of AI

Teachers can promote responsible AI use by having students sign agreements describing appropriate practices. Rules can be implemented as additions to a class syllabus or independent student contracts. Some teachers have also conducted class activities where such agreements are co-developed with students to support the development of AI literacy. This is an example for illustrative purposes and should be customized.

→ Student Agreement

Artificial Intelligence (AI) can help me learn better and is important for my future, so I promise to use it responsibly and make smart choices.

1. I will use AI tools responsibly and will not use AI in a way that could harm myself or others.
2. I will not share personal or confidential information with an AI tool.
3. I will only use AI to support my learning and will follow my school's rules and teacher's instructions on when and how to use AI on an assignment.
4. I will be honest about when I use AI to help with assignments, and I will not turn in work that is fully created by an AI as my own.
5. If I use AI, I will review its work for mistakes.
6. I will check with my teacher when unsure about what is acceptable.

Student Signature _____

🧩Sample language to consider when reviewing your class syllabus: *AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.*

Teach AI

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How AI Was Used in This Toolkit

It would only be fitting that a toolkit that touts the benefits of AI and recommends that "its use must be disclosed and explained" would have a section dedicated to explaining how AI tools helped in its development. In this section, we explain how AI was used as a writing assistant, and rather than adhere to evolving approaches to citing and referring to generative AI text (see APA, Chicago, and MLA), we've chosen to describe our approach.

Multiple generative AI tools were used to help refine this toolkit's text, including Copilot, ChatGPT 4.0, Claude, and Gemini. AI tools were primarily used to transform initial concepts into draft sentences for further refinement. For example, tools were frequently prompted to "Clean this up:" accompanied by a rough attempt at a sentence. Assuming the output was satisfactory, adjustments were made to fit the context of the surrounding text. These revised sentences were frequently re-inputted into the AI tool to be shortened or to remove technical jargon. Every output was thoroughly evaluated for accuracy and tone before being included in the toolkit.

> **Why use more than one generative AI tool?**
> While cost, performance, and recency of the training data were all factors in choosing tools, the same prompt was often input into two or more generative AI tools to simply get more variety in the outputs. Portions of output from each tool were often combined to create a final text.

Below are examples of tasks, prompts, and actions based on text created by generative AI tools.

Task	Prompts	Follow-up Actions or Prompts
Reword text to make it clearer, more concise, or more active tense	"Summarize this in 3 sentences: [insert text]" "Write this in one sentence: [insert text]"	Copy the text and edit a few words. "Simplify the language and make it more direct"
See multiple variations of a sentence.	"Show me 5 different ways to say this: [insert text]"	Edited the tone and structure to match existing text. "Write the first one in a less technical way."

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Not all of the AI tools used to write the Toolkit were generative AI tools. An intelligent writing assistant that uses advanced natural language processing was used to detect and suggest spelling and grammar edits. These suggestions were evaluated and then accepted or rejected.

→ Humans in the Lead

We want to emphasize the importance of human creativity and collaboration in creating this toolkit. Our toolkit could not have been created without the other humans who envisioned, discussed, drafted, reviewed, and revised the resources. Furthermore, not all of the co-authors decided to use AI tools. Effective collaboration across organizations, which included sharing ideas, examples, expertise, and learning from one another, drove the development of this toolkit while generating words to help shape and express the ideas was the main contribution of AI.

We Want Your Feedback

Please use this form to provide feedback on the toolkit, including how you have used it. Your responses will inform our work.

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Go Deeper: Engage with Examples of Guidance and Policies

Educational leadership in artificial Intelligence is a dynamic and growing field

The toolkit illustrates potential approaches rather than definitive models while providing examples of AI guidance from local, state, and national education systems. As you move through the toolkit and develop your own guidance plans, you may also want to review and consider several unique resources from TeachAI and other organizations.

***Guidance for AI in Education: A Landscape Overview* (2025)**
This resource, completed in March 2025, provides an overview of emerging themes in official guidance documents from around the world. The themes highlighted in this report are: centering the purposes of education, ensuring equity in AI integration, protecting privacy and security in AI integration, cultivating AI literacy, teaching academic integrity in the AI world, and establishing continuous evaluation and improvement. You will find narrative overviews, illustrative examples, and tools and resources that may be useful as you develop your guidance documents.

See existing guidance documents
Visit teachai.org/policy-tracker for links to AI in education guidance from countries and U.S. states.

Advance policies to support AI in education
Visit TeachAI's Foundational Policy Ideas for AI in Education for informational **briefs**, **policy ideas** and **presentation materials**.

Access a growing list of resources and tools from other organizations
See more resources at: teachai.org/policy-resources.

Find U.S. school district guidance
The Center for Reinventing Public Education (CRPE) created an AI Early Adopters database highlighting school district-level guidance from the 2024-25 school year.

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Human-Centered AI

Guidance for K–12 Public Schools

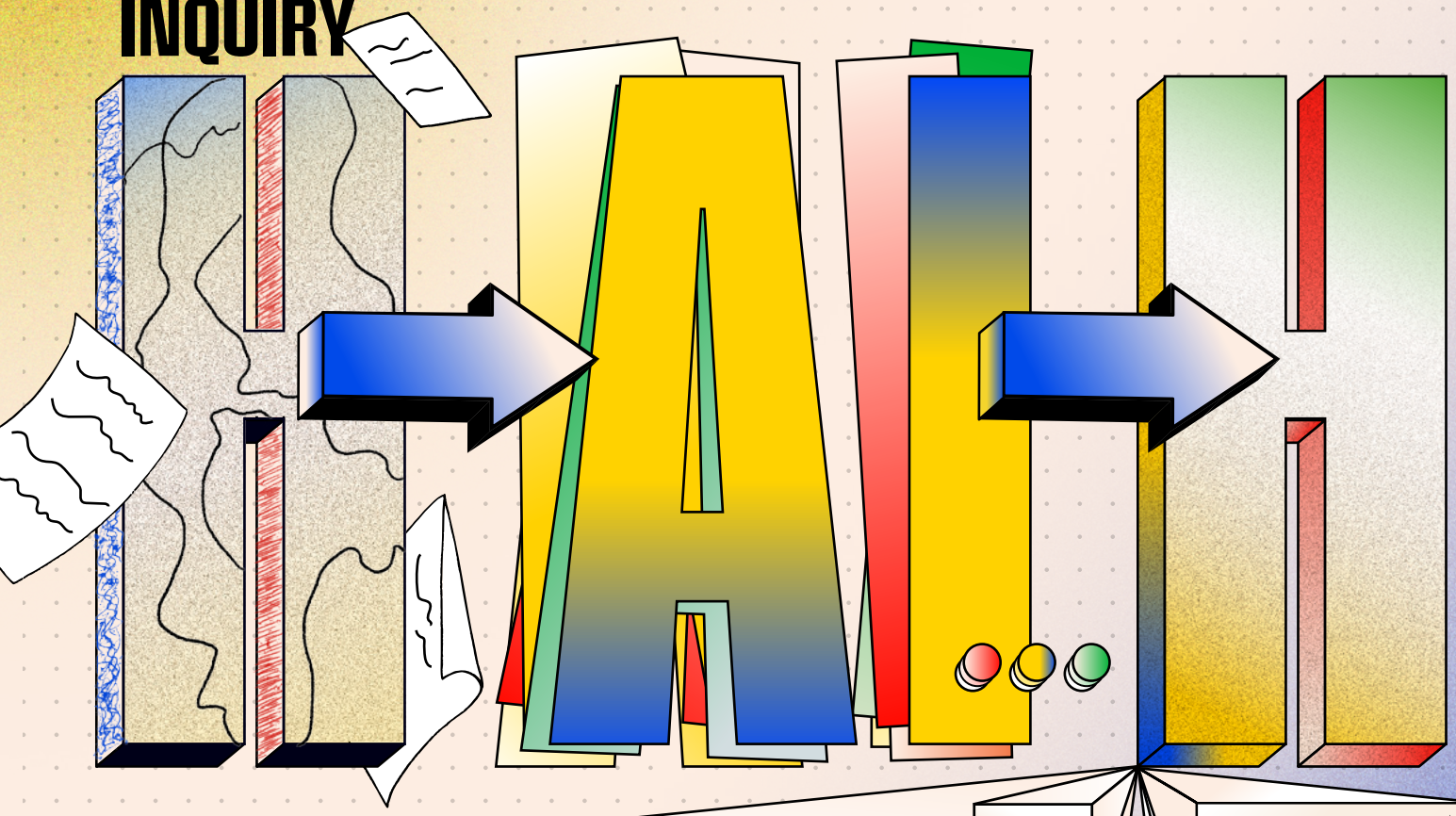
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Date of publication: July 1, 2024

Updates: Ethical Considerations for AI:
A Framework for Responsible Use

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Washington Office of Superintendent of
PUBLIC INSTRUCTION



Our Philosophy: Embracing a Human-Centered Approach

In K–12 education, uses of AI should always start with human inquiry and always end with human reflection, human insight, and human empowerment. This model, abbreviated as "Human→AI→Human" or "H→AI→H" throughout this guidance, offers pathways for educators, school district administrators, and students to engage with AI responsibly, ethically, and safely.
https://youtu.be/m9Fkw9PWPiM

Watch a video from State Superintendent Chris Reykdal

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Message from State Superintendent Chris Reykdal

In the last year, Washington's teachers delivered over a billion hours of instruction to our students – and technology held an important role in that delivery, as it has every year. Particularly during the pandemic, our schools took on the massive effort of establishing a technological infrastructure that allowed for each and every student and teacher to have their own device. Artificial Intelligence (AI) is emerging rapidly into the various aspects of teaching, learning, and school district operations. Washington state is remarkably positioned to integrate AI in our classrooms and campuses across our state.

It is with great excitement and appropriate caution that we distribute guidance to schools and districts now. Like many of the innovations in technology that came before it, the world of AI is evolving at lightning speed. Also like many of the technology innovations that came before it, young people are accessing these tools and wanting to use them in their daily lives. In other words, AI is here and slowing down isn't an option. Students and educators are already engaging with AI, but the key question remains: How will we use it in a way that empowers critical thinking? As this technology revolutionizes industries, communities, sciences, and workplaces, our responsibility is to prepare students and educators to use these tools in ways that are responsible, ethical, and safe.

Schools across Washington are already pioneering efforts to integrate AI into classrooms. With a full embrace of AI, Washington's public education system will be at the forefront of innovation and excellence. This initiative is not just about staying current with technology—it's about enriching the learning journey of every student and empowering our educators with the most effective tools available.

I encourage all stakeholders—caregivers, families, teachers, education partners, and community members—to join us in this groundbreaking journey. Your insights and participation are invaluable as we chart this path and learn together. Our state leads by example, setting a standard for how technology and human ingenuity can work hand in hand to prepare the next generation of leaders for success in careers, jobs, and communities that don't yet exist.

Our commitment is not just to integrate AI into the classroom; it's to do so with a vision that places our educators and students at the center of this digital revolution with a priority for human inquiry that uses AI for production, but never as the final thought, product, or paper. AI is a powerful tool, but it only enhances learning if students and educators embrace an "H→AI→H" approach. Start with human inquiry, see what AI produces, and **always** close with human reflection, human edits, and human understanding of what was produced. It is imperative that we empower our teachers to utilize AI as a responsible and transformative tool. This means providing educators with the necessary resources, training, and support to incorporate these technologies in ways that enhance their instruction and, more importantly, nurture our students' critical thinking.

Together, we will create an educational environment where technology supports, but where human control and inquiry lead to boundless learning, and where our children are ready to lead in a world augmented by artificial intelligence.

Chris Reykdal
Superintendent of Public Instruction

Section 1

Human Inquiry → AI → Human Empowerment

Human-Centered AI Guidance for K–12 Public Schools

Building AI Foundations: A Human-Centered Approach

This document introduces a human-centered approach to using artificial intelligence (AI) in educational contexts. In Washington, educators and education leaders are encouraged to use the "Human inquiry → AI → Human empowerment" framework to guide their decision-making and policy creation. This document details the structure of this framework, as well as provides definitions, lists guiding principles and values, and offers considerations for educators and education leaders who are creating human-centered AI learning environments and policies.

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Executive Summary

Artificial Intelligence (AI) is emerging rapidly across industries—including K–12 education. To support educators and education leaders in equitable and inclusive uses of AI in classrooms across Washington, the Office of Superintendent of Public Instruction (OSPI) presents this initial guidance, which emphasizes a human-centered approach to using this ever-evolving tool.

In This Guidance

- **Understanding AI:** Provides context about the emergence of AI and a framework for public education systems to address it.
- **Definitions:** Explains what generative AI (or "Gen AI") is and is not, and identifies potential opportunities and risks for using AI in public education.
- **Principles and Values:** Lists the guiding principles that OSPI supports, including that uses of AI in public education should be equitable and inclusive, safe and secure, understandable, and purposeful and beneficial.
- **Guidance:** Provides considerations for creating human-centered AI learning environments, implementing AI in student learning, and protecting sensitive and confidential data.
- **Policy:** Details key components of AI usage policies, including acceptable use policies and requiring both human input and review of AI outputs.
- **Academic Integrity and AI Assistance:** Indicates academically honest ways to use AI, how to cite AI, and when using AI could be classified as plagiarism.
- **Professional Development:** Lists the topics and subjects on which local education agencies (LEAs) should provide training.

How to Use This Guidance

OSPI's guidance on integrating AI into Washington classrooms is designed to be used by stakeholders across public education:

- **School district administrators** should integrate this guidance into their district and school policies on AI use.
- **Educators** should use this guidance for recommendations on implementing AI in their classrooms.
- **Students and families** can refer to this guidance for suggested uses of AI and to gain a deeper understanding of Washington's statewide approach to and understanding of AI.

This guidance is designed to evolve with advances in AI and adapt to the unique needs of school communities across Washington. With the transformative power that AI presents, the overarching goal of this guidance is to empower Washington's students to lead in the world they are helping to create.

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Understanding Artificial Intelligence

The integration of Artificial Intelligence (AI) in education starts with the fundamental understanding that AI is not a replacement for human intelligence or humanitarian presence in education. According to UNESCO, AI in education is expected to be a $6 billion worldwide industry in 2024[1] with estimates of growth reaching $19.9 billion by 2028[2]. LinkedIn's Economic Graph Research Institute estimates that, by 2030, the skill sets needed for jobs will change by 65%, affecting not just tech, but all industries[3]. Corporate entities are moving fast to meet the need and demand for products that streamline the delivery of education, but not all products are the same. It is the responsibility of the education community to carefully and strategically understand how these products work, what data is collected, and where information is sourced.

While AI is an emerging innovation in education, Local Education Agencies (LEAs) can utilize and build on existing policies that are based on educational integrity, student safety, and proven instructional practices. In conversation, AI tools are often discussed as a holistic, outside influence on education, yet policy regarding AI should not be separately written. Key facets of these tools already apply to concerns such as student data privacy, plagiarism, cyberbullying, and digital literacy, and can be called out within existing and corresponding policies.

Whether updating policies, adopting software, delivering instruction, or analyzing outputs, the vital role each of us plays in understanding what AI is and is not cannot be overemphasized. The first step in AI integration is realizing the opportunity for AI to transform the way we access and use information as we learn and work in our world today, as well as into the future. The next step is to ensure all guidance, policies, systems, and instructional practices are grounded on ethical, equitable, and inclusive uses of AI throughout our Washington communities. LEAs must ensure educational and technology standards are applied to meet the needs of all students so that AI tools enhance education. Finally, state and local policymakers and education leaders must act to build an ethical framework of funding to support policies around every student that embraces each student's unique abilities and allows them to use existing and emerging AI tools in a safe learning environment.

---

[1] United Nations Educational, Scientific and Cultural Organization. (2021). *AI and education: guidance for policy-makers.* https://doi.org/10.54675/PCSP7350

[2] International Market Analysis Research and Consulting Group. (2023). *Size, Share and Trends.* https://www.imarcgroup.com/ai-in-education-market

[3] LinkedIn Economic Graph. (2023). *Preparing the Workforce for Generative AI: Insights and Implications.* https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/PDF/preparing-the-workforce-for-generative-ai.pdf

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AI in Education: A Human-Centered Approach

A human-centered AI learning environment is one that prioritizes the needs, abilities, and experiences of students, educators, and administrators. An educational leader can support a human-centered learning environment by considering the following:

- **Developing students' AI literacy** by helping them understand the concepts, applications, and implications of AI in various domains, and empowering them to use AI as a tool for learning and problem-solving.
- **Ensuring ethical, equitable, and safe use of AI** by protecting the privacy and security of data, addressing potential biases and harms, and promoting digital citizenship and responsibility.
- **Providing professional development** and support for educators by helping them integrate AI into their pedagogy, curriculum, and assessment, and by facilitating their collaboration and innovation with AI.
- **Applying human-centered design principles** to the development and implementation of AI solutions, such as involving stakeholders in the design process, testing and iterating the solutions, and evaluating the impact and outcomes.
- **Aligning AI solutions with the best practices and principles of learning,** such as supporting learner agency, fostering collaboration, enhancing feedback, and promoting critical thinking.

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Definitions: What AI Is and What It Is Not

Generative Artificial Intelligence (also abbreviated as Gen AI) refers to software tools modeled on large amounts of data to produce text, images, videos, or other digital artifacts. Common, general-purpose examples include a wide range of software known for text generation through Large Language Models (LLMs) and image generation. Tools more tailored to an educational setting include personal AI tutoring programs, virtual assistants, and software with the capability to generate lesson plans within seconds or grade tasks in real-time.

As with all new tools and technologies, it is important to understand the tool itself in order to use it responsibly. Generative AI has a place in the classroom when educators and students remain at the center of instruction and learning.

Generative AI is...	Generative AI is not...
... a means to augment teaching and learning.	... a replacement for student development.
... already embedded into many technologies, as is AI more broadly speaking.	... something that can plausibly be avoided or "turned off."
... permeated with flaws such as algorithmic bias that must be considered when utilized.	... a source of unquestionable, factual information.
... a product of companies led by teams of humans with their own values, agendas, limitations, bias, and organizational needs.	... produced in a vacuum free of societal influence.
... an algorithm that enables users to generate new content based on a pre-trained Large Language Model.	... a sentient being with untethered superhuman capabilities. ... a replacement for highly qualified educators.

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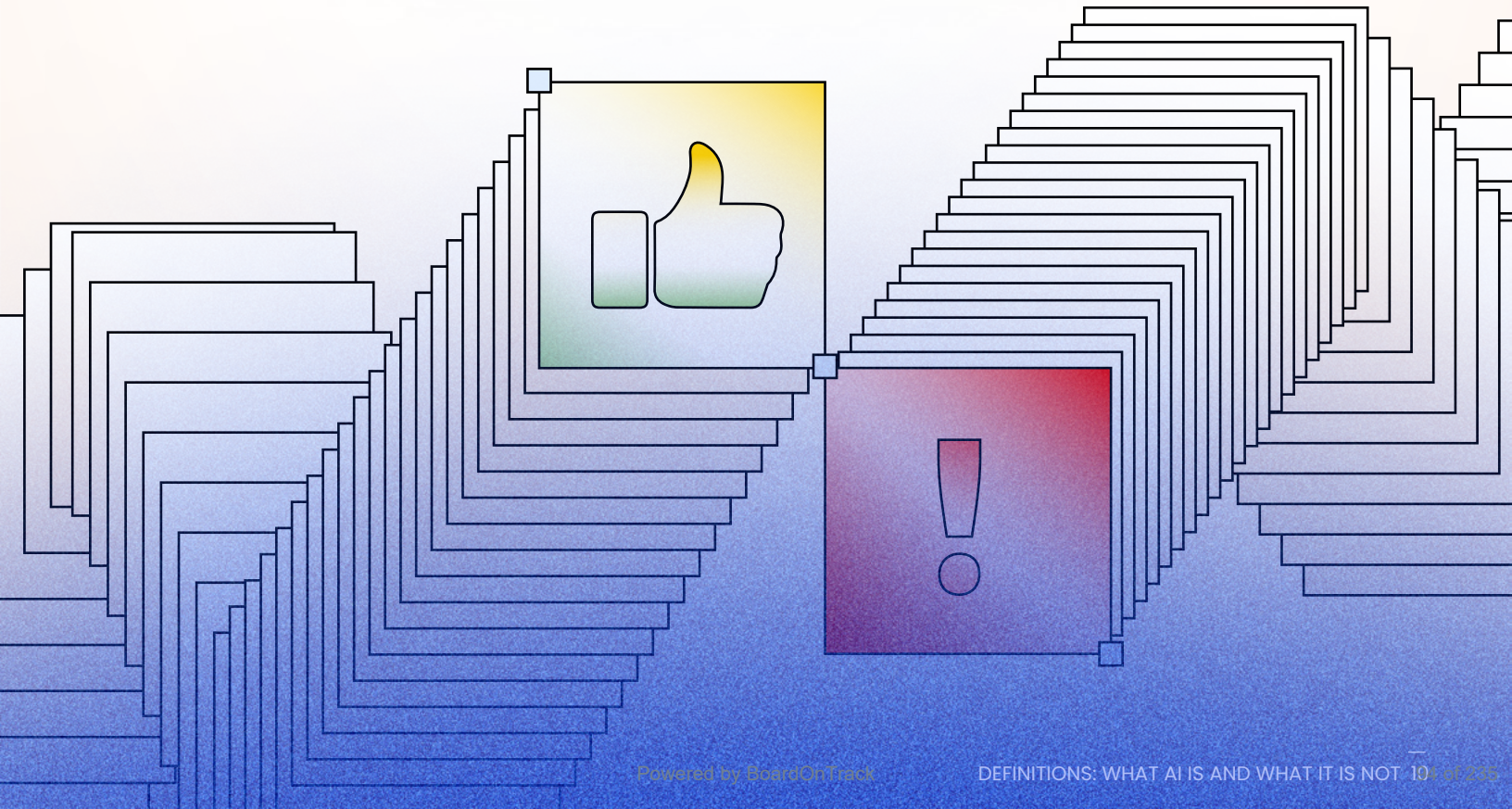
Potential Opportunities for Using AI in Education

- Personalize learning and feedback in real time
- Lesson plan and assessment design with customized planning for differentiation
- Translation between languages
- Develop critical thinking through human input, data output, and elevated human analysis
- Aid in creativity, simulation, and skill development
- Streamline operational and administrative functions

Potential Risks That Need to Be Mitigated When Using AI in Education

- Increasing and/or creating inequitable learning environments
- Unauthorized access to protected user information and unauthorized data collection
- Perpetuating institutional and systemic biases
- Plagiarism and academic dishonesty
- Over-relying on technology and undermining the importance of human intelligence in education

Artificial Intelligence tools provide opportunities, benefits, and potential risks. It is the responsibility of every parent/guardian, policymaker, teacher, administrator, and support staff member to ensure that the use of this transformative new technology and its future is regularly reviewed to ensure equity of access, data privacy, and safe and ethical usage are maintained at all levels. It is equally critical that LEAs embrace and teach students what AI is and isn't and how to use AI technologies to enhance learning – not prevent students from developing critical skills needed to graduate with technological literacy.



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Principles and Values

The National Institute of Standards and Technology (NIST) AI Risk Management Framework[4] outlines guiding principles regarding the trustworthiness of systems that use AI, referenced in Washington Technology Solutions' (WaTech's) own guidelines[5]. Similarly, the TeachAI Toolkit[6] outlines principles for the use of AI in education. With these resources as foundations, OSPI supports the following principles and values for the use of AI in education in Washington:

- **New Level of Education:** Artificial Intelligence brings a new level of hope and opportunity to the delivery of education in Washington. The onset of technological tools using AI provides a new way for educators to think about how we, as humans, learn, create, and process information.
- **Equitable and Inclusive:** All students should have access to AI tools which are inclusively designed with all students in mind.
- **Safe and Secure:** Students should not be put at further risk by using AI nor should their personally identifying information be unlawfully shared.
- **Consistent and Compliant:** AI tools should be consistent in their expected capabilities and meet the needs of the education system.
- **Accountable and Transparent:** The companies partnering with schools to provide AI tools should be accountable for their products, just as schools and LEAs should be accountable for student use of AI.
- **Interpretable and Understood:** Though many AI systems are black boxes (too mechanically complex to be human interpretable), at a practical level students and educators should be literate in how AI works and why it produces the results that it does.
- **Purposeful and Beneficial:** All use of AI should ultimately provide a positive experience with intentional use in teaching and learning.
- **Human and Machine:** AI should aid in (not replace) decision-making, creativity, learning, development, growth, and productivity.
- **Continuous Learning and Development:** AI has permeated society faster than technologies of the past and it is essential that Washington educators, technology specialists, and partners in school services provide access to AI tools, while continuing to engage in conversations to learn how to effectively manage and develop the role AI plays in shaping the future of education.

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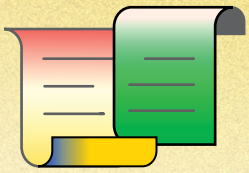
[4] National Institute of Standards and Technology. (2023). *Artificial Intelligence Risk Management Framework (AI RMF 1.0).* U.S. Department of Commerce. https://nvlpubs.nist.gov/nistpubs/ai/NIST.AI.100-1.pdf

[5] Washington Technical Solutions. (2023). *Interim Guidelines for Purposeful and Responsible Use of Generative Artificial Intelligence.* https://watech.wa.gov/sites/default/files/2023-09/State%2520Agency%2520Generative%2520AI%2520Guidelines%25208-7-23%2520.pdf

[6] TeachAI. (2023). *AI Guidance for Schools Toolkit.* https://www.teachai.org/toolkit

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Guidance



A Human-Centered Approach to AI

A human-centered AI learning environment always starts with human inputs and inquiry, and always concludes with human reflection and edits. It should prioritize the needs, abilities, and experiences of students, teachers, and administrators. An education leader can support a human-centered learning environment by considering the following:

- **Developing students' AI literacy** by helping them understand the concepts, applications, and implications of AI in various domains, and empowering them to use AI as a tool for learning and problem-solving.
- **Ensuring ethical, equitable, and safe use of AI** by protecting the privacy and security of data, addressing potential biases and harms, and promoting digital citizenship and responsibility.
- **Providing professional development** and support for teachers by helping them integrate AI into their pedagogy, curriculum, and assessment, and by facilitating their collaboration and innovation with AI.
- **Applying human-centered design principles** to the development and implementation of AI solutions, such as involving stakeholders in the design process, testing and iterating the solutions, and evaluating the impact and outcomes.
- **Aligning AI solutions with the best practices and principles of learning,** such as supporting student agency, fostering collaboration, enhancing feedback, and promoting critical thinking.
- **Avoiding sole reliance on the use of "AI detection" tools** in checking for student plagiarism. These tools often use data that is biased against students who are multilingual/English language learners.

Implementing AI in Student Learning

When integrating AI into student learning, it's important to empower students in how and to what degree AI is utilized in their learning journey. By doing so, students can actively participate in shaping their educational experience with AI.

- Co-create and share an AI decision-making rubric with students (example rubric).
- Support students in taking a human-centered approach to using AI.
- Empower students in leveraging AI in scaffolding understanding, feedback, and reflection.
- Support students in critically thinking about the role of AI within their learning journey and within their preparation for college, career, and life.
- Empower students receiving special education services to use AI to personalize and increase their access to learning.
- Integrate ethics and critical thinking activities that align with grade-level and subject-level instruction.
- Use AI for differentiation and assessment, including intelligent tutoring systems that allow text to speech, translation, personalized learning, and inquiry-based learning.
- Prepare students for jobs of the future, including those in career and technical education (CTE) programs, by partnering with industry to update and integrate learning standards.

Sensitive and Confidential Data

Ensure that your LEA AI use complies with student/personal privacy and data protection laws. Be aware of and follow any age restrictions for the use of all AI tools and resources.

- Before sharing private data, ensure that the AI tool meets the following requirements:
  - Family Education Rights and Privacy Act (FERPA) requires that schools not disclose personal identifying information of a minor or eligible student without express written consent of the parent or eligible student.
  - Children's Online Privacy Protection Act (COPPA) requires schools to obtain parental consent before allowing students under 13 to use online services that collect, use, or disclose personal information.
  - Children's Internet Protection Act (CIPA) requires that schools implement an internet safety policy that includes protective measures to block or filter access to obscene or harmful content.
- Have a clear understanding of your data collection processes. Update policies to include the use of and considerations for using AI.
- Give users options to opt-out or delete their data if they want.

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Policy

AI policies must promote equitable and inclusive access to AI. Education policymakers must focus on ensuring the use of AI increases the public good, with emphasis on empowering students who are members of communities that have been historically underserved. It is important that policies, by design, enhance a human-centered approach to pedagogy and learning, and respects ethical norms and standards. AI policy and use should be geared to improving learning for every student, empowering teachers, and strengthening learning management systems.

Building Human-Centered AI Policies

Incorporate the need for human intelligence and responsibility into AI usage policies. All AI use should start, and end, with human insight.

- **Responsible Use Policy:** Known as an acceptable use policy (AUP) or technology use policy, this describes what any person authorized to utilize the district's technology system may do and not do. It describes the terms and conditions for educational institutions and should be updated to include the safe and appropriate use of AI tools. (A separate AI AUP is not needed.)
- **AI Inquiry and Input Review:** Require human input of data with clear mandates that staff and students should never input personal, sensitive, or confidential data, including any data related to student education records, into any AI system without first ensuring that the system meets FERPA, COPPA, and CIPA requirements. Emphasize the need for review prior to finalizing any information into a system that learns from data entered.
- **Embrace the Use of Data and the Evaluation of AI Output:** Invest in systems that create streamlined opportunities for staff and students to enter information efficiently and safely, allow them to improve instruction, and draw connections to better understand student thinking and learning.
- **AI Output Review:** AI users should review and critically assess outputs from AI tools before sharing or publicizing results, including in the classroom. Staff and students should not rely exclusively on AI-generated content without fact-checking and evaluating results. Ultimately, it is up to human users to determine how AI information is shared and used.
    - **Bias and Misinformation:** AI-generated content is based on datasets or data models that may contain biases, false information, or other inaccuracies. AI systems do not have the ability to think or verify accuracy. Therefore, verifying AI results to ensure the source is credible must occur before considering an AI output in academic work.
    - **Safety and Respect:** Users must never use AI tools to create misleading or inappropriate content, take someone's likeness without permission, or harm humans or the community at large. (Note: This may also be added to a student code of conduct or bullying/cyberbullying/harassment policy.)

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Updates for Existing Policies

- **Data Collection:** Parents, guardians, and students must be informed of specific data collection activities or potential risk, where applicable, with consent required. All AI-driven data collection must adhere to local data protection regulations, best practices, and community standards.
- **Third-Party AI Tools:** The district's approved list of AI software and tools should always be reviewed and updated. Unauthorized AI software and tools (including updates) might not adhere to the district's data privacy standards and practices.
- **Personal Information:** Staff and students should never input personal, sensitive, or confidential data into any AI system without prior parental or guardian authorization, including any data related to student education records. Personnel must adhere to the FERPA, COPPA, and CIPA when entering information.

Academic Integrity and AI Assistance[7]

- **Assessments:** Teachers are encouraged to allow students to use AI tools as a personal tutor or studying buddy to prepare for assessments. When students are completing exams or quizzes, it should be at the teacher's discretion to determine whether an AI tool is used, and it should be explicitly stated whether this is allowed.
- **Assignments:** Teachers should have the responsibility of clarifying appropriate or inappropriate uses of AI tools when students are completing assignments. Teachers might allow the limited use of generative AI on entire assignments, parts of assignments, or as a brainstorming tool. Teachers should be encouraged to articulate why they do or do not allow its use in other assignments or parts of assignments.
- **Bias and Critical Thinking:** All users of AI software should review and evaluate AI output for accuracy and potential bias. Students must develop the critical thinking skills needed to successfully use and navigate the world of AI. Limitations of AI systems and the data used to develop AI content can, and sometimes do, amplify human bias. Use caution and human review prior to using AI outputs in classrooms, publications, data analysis, etc.
- **Citations, Disclosures, and Attributions:** AI-generated content is considered plagiarism, unless appropriately cited in assignments or publications; any use must be referenced. Instruction should emphasize the importance of ethical use of AI and the role of using sources in assignments.
- The following resources provide a sample of how to appropriately cite the use of AI in any publication or assignment:
  - MLA Style - Generative AI
  - APA Style - ChatGPT
  - Chicago Style - Generative AI
- **Plagiarism:** Staff and students should be encouraged to use AI tools for brainstorming, creative stimulations, or preliminary research. Using AI tools to generate answers, stories, essays, or other publications, and/or complete assignments without proper citation, is plagiarism.
- **Use of AI Detection Tools:** Software companies that claim products can detect content developed by another AI tool, or its own AI tool, are currently not reliable and should not be used as the sole way to determine whether cheating and plagiarism have occurred.

[7] Adapted from TeachAI. (2023). *AI Guidance for Schools Toolkit.* https://www.teachai.org/toolkit

Section 2

Human Inquiry → AI → Human Empowerment

Human-Centered AI Guidance for K–12 Public Schools

Implementing AI: A Practical Guide for the Classroom

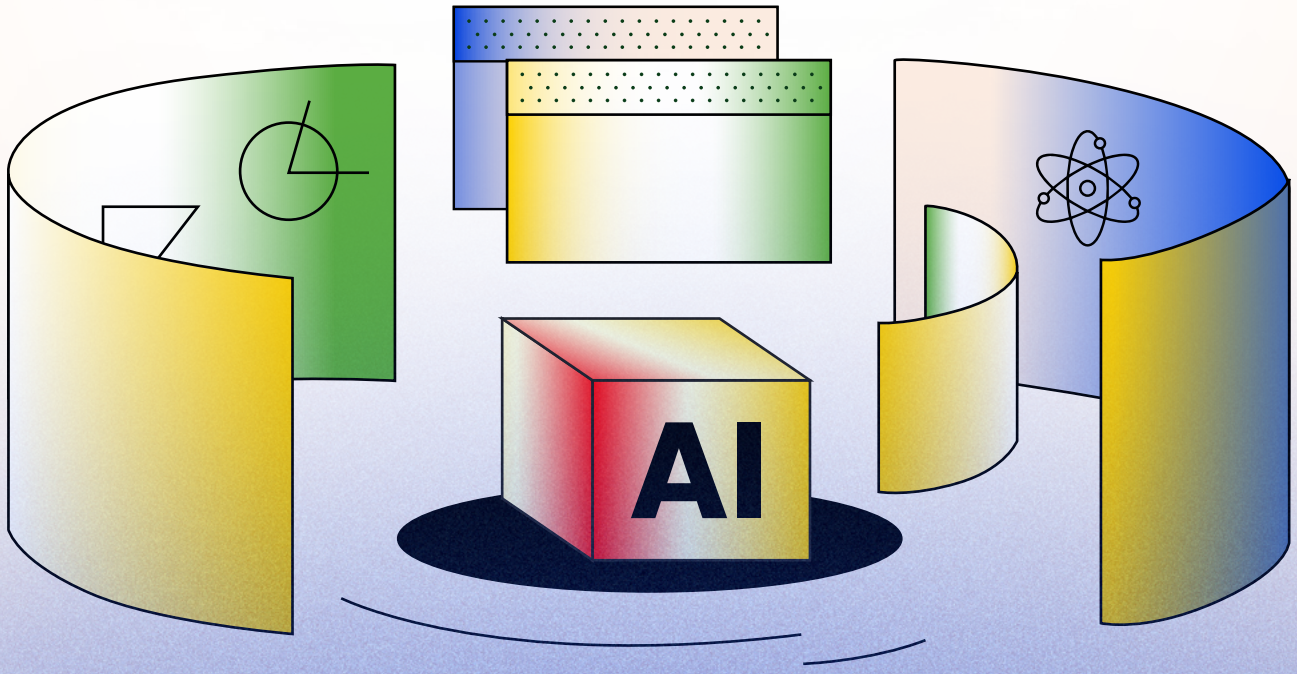
Building on the "Human inquiry → AI → Human empowerment" framework, this document explains how to integrate artificial intelligence into the classroom. It includes tools to determine the level of AI use in various classroom assignments, differentiation for AI uses across grade levels and subject areas, and example policies.

Human Inquiry
H→AI→H
Human Empowerment

Introduction

Implementing AI: Classroom & Student Considerations outlines a comprehensive approach for integrating Artificial Intelligence (AI) into K-12 education, with a focus on maintaining a human-centered instructional framework. It explains how the H → AI → H (Human Inquiry, AI Use, Human Empowerment) methodology can foster personalized learning experiences that cater to individual student needs, including those with disabilities. This document emphasizes the essential role of educators in guiding AI integration. It also addresses considerations across various grade levels, the importance of equity in AI access, and the development of critical thinking skills when using AI.

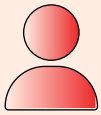
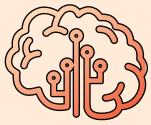
OSPI's hope is that this implementation guidance assists school leaders and educators in navigating the complexities of AI integration into teaching and learning environments. It highlights the importance of a strategic approach to the adoption of AI tools, ensuring that technology enhances rather than replaces human interaction and pedagogical principles. By detailing best practices for embedding AI within curriculum design, and student engagement strategies, it aims to maximize the educational benefits of AI. Furthermore, this guidance underscores the necessity of continuous professional development for teachers, equipping them with the knowledge and skills to effectively implement AI technologies. It also advocates for inclusive participation in AI-related activities, ensuring that all students, regardless of their background, can benefit from the transformative potential of AI in education.



Guidance for Integrating AI in Education: A Human-Centered Approach

5 Step Scaffolding Scale for Students

The following 5 step implementation framework can be a practical tool to help students understand the various ways and levels at which AI can support their learning journey. This framework, designed to categorize AI integration from basic support to advanced interactive learning, serves as a roadmap for students to visualize how AI technologies can be progressively utilized in their education. Starting with foundational AI assistance, such as personalized study aids, the scale moves through increasing levels of complexity, including collaborative problem-solving wth AI and culminating in creative projects that blend AI insights with human creativity. By introducing this scale in the classroom, educators can guide students through each level, encouraging them to explore and experiment with AI tools that match their current learning needs and aspirations. This approach not only supports the understanding of AI for students but also empowers them to take control of their learning, recognizing AI as a valuable ally that can be tailored to support their educational goals across a variety of activities, from enhancing study habits to facilitating innovative project work.

Level 1 No AI Assistance	Level 2 AI -Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
				Human Inquiry HAH Human Empowerment
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

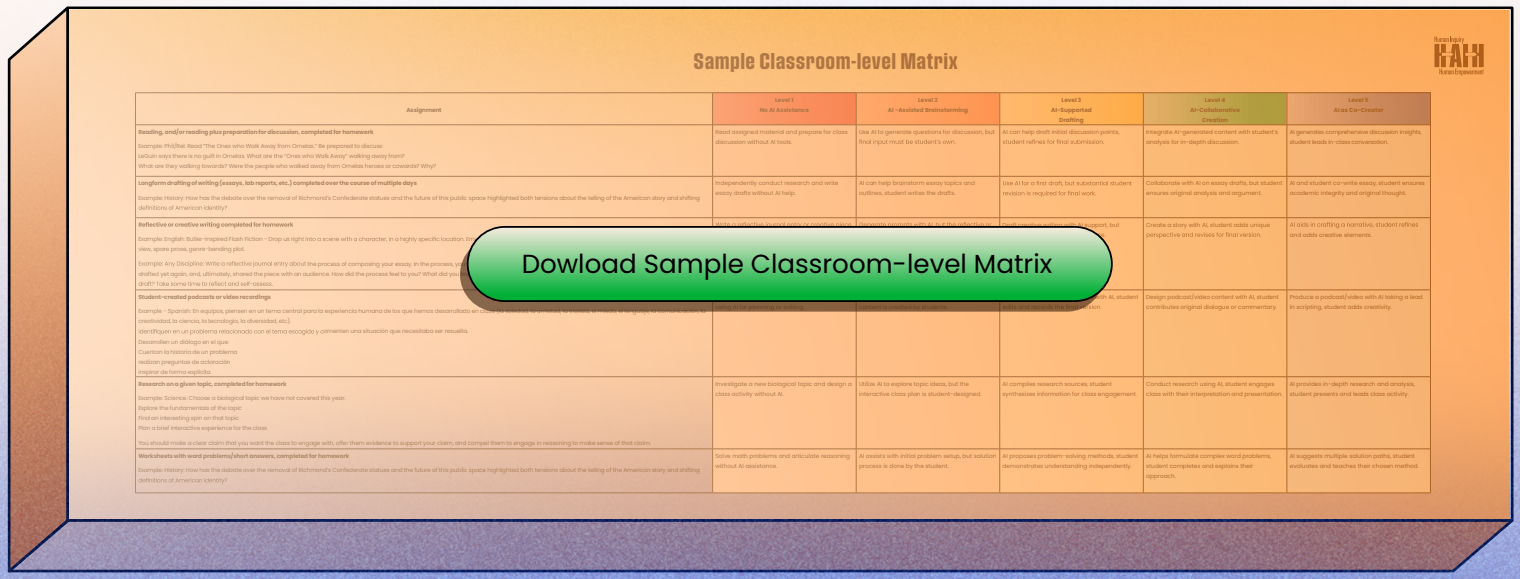
Dowload 5 Step Scaffolding Scale

Essential Role of the Educator

Educators play a crucial role in the integration of Artificial Intelligence (AI) within classroom environments, focusing on a human-centered approach to AI usage, as illustrated by the OSPI's adoption of the H→AI→H (Human Input → AI → Human Empowerment) framework. By grounding their instruction in a philosophy that begins with human inquiry and culminates in human empowerment, educators are encouraged to weave AI into the fabric of learning in a way that respects and uplifts the human dimension of education. This approach not only navigates the complexities of integrating AI into teaching and learning but also underscores the educators' indispensable role in moderating the influence of AI, ensuring that it augments rather than replaces the nuanced processes of human teaching and learning. Through this initiative, Washington champions a forward-thinking stance on educational innovation, spotlighting the educator's essential contribution to harnessing AI as a tool for enhancing educational outcomes while safeguarding ethical standards and promoting inclusivity.

Example AI Assignment Scaffolding Matrix for Educators

The AI Scaffolding Example Matrix is designed as a resource to help teachers integrate AI tools into their assignments in a way that enhances learning outcomes and student engagement. This rubric provides a structured approach for incorporating AI at various levels of complexity and for different educational purposes, ranging from basic understanding and application of AI tools to more advanced analysis and creation tasks using AI technologies. Teachers can use and adapt this rubric to carefully plan and scaffold assignments, ensuring that students not only engage with AI as a subject matter but also apply AI tools to facilitate their learning process. This approach encourages students to critically assess the role and impact of AI in their assignments while progressively building their skills in navigating AI tools. By aligning assignment objectives with the rubric's criteria, educators can provide a clear framework for students, guiding them through a graduated learning path from introductory exposure to AI to proficient use and understanding of AI's capabilities and limitations in various contexts. Educators are encouraged to create a copy of this matrix and adapt and update it as needed to fit the needs of their classroom and students.



Human Inquiry HAH Human Empowerment

AI Considerations Across K-12

Teaching AI across the K–12 spectrum is crucial for preparing students for a future where AI literacy is a fundamental skill. As children grow, their encounters with AI in daily life and the classroom will shape their understanding of technology and its implications. Introducing AI at an age-appropriate pace ensures students develop critical thinking skills alongside their technical abilities. Educators are key in guiding students through the ethical, practical, and innovative uses of AI, ensuring that as they mature, they are not only proficient in using AI but also in understanding its impact on society and individual identity.

Elementary School Students

"Artificial Intelligence" importantly includes the term "artificial." Understanding AI is predicated on understanding that AI is not sentient, but that can be difficult for young kids to discern as virtual assistants like Amazon Alexa and Apple's Siri are designed to engage with users in a human-like fashion. Furthermore, many children under the age of 13 have access to these technologies and social media platforms – even though there may be usage policies in place prohibiting children from using these tools. Because young children using these tools may be exposed to the same risks as teenagers and adolescents, educators should also be aware of the considerations listed below for middle and high school students.

Elementary educators have tools available to mitigate the risks associated with young children using tools that come with AI features. Interactive tools like Google's Quick, Draw! or Instrument Playground can be fun ways to engage with AI-based technology and bridge foundational understanding about how the tools work. When educators guide students in asking questions of and submitting prompts to large language models, students can receive answers while avoiding potentially inappropriate content. Categorizing the tools kids are already familiar with as AI can be a great starting point to build toward deeper conversations down the road.

Middle and High School Students

Middle school is a time of significant development for students. As learners, middle school students develop curiosity and critical thinking skills while engaging with challenging subjects. AI tools can complement this developmental stage by engaging students in critically thinking about content and how they can leverage AI tools within their own personal learning journey. Students can analyze output generated by a large language model to discern what flaws the model or even the model's argument may have.

As students progress through high school, they may pursue more advanced studies about how AI is incorporated into society, industry, and policy. Knowledge of AI is increasingly becoming a sought-after skill in workplaces across a variety of fields. Digital literacy, including deeper understanding of the technical and ethical aspects of AI, is an important skill for all students to learn as they consider their post-secondary pathways.

Framework for Student Critical Thinking about AI

Utilizing the SHIFT framework with middle and high school students offers a structured approach to developing critical thinking skills, particularly in the context of leveraging AI tools in their work. By starting with curiosity, students are encouraged to explore AI's potential and limitations, fostering a questioning attitude toward technology. Honing in on specific details allows them to understand the intricacies and implications of AI applications, encouraging deeper learning. Identifying the context helps students recognize the relevance and impact of AI in various situations, promoting awareness of its societal and ethical dimensions. Framing issues from new perspectives encourages creativity and problem-solving skills, while discussing what's missing challenges students to identify gaps in AI capabilities, leading to a more comprehensive understanding of technology's role and limitations. This holistic approach not only enhances their cognitive abilities but also prepares them for responsible and informed use of AI in their future endeavors.

SHIFT Framework	Statement	Question to Consider
S	Start your curiosity engine	What intrigues me about the output AI gives me?
H	Hone in on a detail	What specific details did AI get right or wrong and how do I know?
I	Identify your Context	How does AI fit into the bigger picture of my work?
F	Frame it from a new perspective	Can I think of a different perspective that AI could help me uncover?
T	Talk about what's missing	What limitations or challenges of AI should I consider?

Policy Samples

What follows are samples of policy frameworks that serve as valuable starting points for LEAs to consider when creating their own internal policies. These samples illuminate approaches to harnessing AI's potential while addressing ethical, safety, and privacy considerations inherent in its use. By examining these templates, LEAs can gain insights into the balance between innovation and responsibility, ensuring that the deployment of AI technologies enriches the educational landscape in a manner that is both effective and respectful of the rights and welfare of all stakeholders.

This section aims to equip leaders and educators with the knowledge and inspiration needed to craft comprehensive policies that align with their unique contexts and educational objectives. It is also strongly recommended that LEAs visit the WSSDA site for the most up-to-date policies.

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Sample Language to ADD to your district's existing Responsible Use Policy (RUP) Edmonds SD (District Policy Section 2000 - Instruction)

ARTIFICIAL INTELLIGENCE

Artificial Intelligence is a rapidly-advancing set of technologies for capturing data to detect patterns and automate decisions. Artificial Intelligence (AI) has become an increasingly important part of our lives, and it is essential for students to understand when and how to use it effectively and ethically. AI tools can enhance classroom learning, and their implementation should be guided with proper training, ethical considerations, and responsible oversight. When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines, the Student AI Code of Conduct, and any additional guidance provided by their classroom teacher.

A. Purpose

The district has maintained staff and student access to generative Artificial Intelligence tools for the following purposes:

- Ensuring all students have equitable access to leverage these technologies, regardless of what learning technology devices may be available to them.
- Providing all students with an opportunity to engage in current technologies in a learning environment, to better prepare them for the world they will live and work in.
- Extending the benefits of these tools to the workplace, where appropriate, to leverage efficiencies and productivity.

B. Appropriate Use

Student and staff use of generative Artificial Intelligence technologies should be used to support and extend student learning and workplace productivity, in accordance with the expectations outlined in Policy #, as well as the guidelines in this document (#). Appropriate student use is further outlined in the attached AI Code of Conduct.

C. Inappropriate Use

In addition to those uses which violate this document (#), the following are prohibited uses of Artificial Intelligence:

- Any use of Artificial Intelligence which does not align with expectations outlined by a classroom instructor or building administrator. It is ultimately the teacher's responsibility to determine the appropriate level of use of Artificial Intelligence in each classroom, and for each assignment or project.
- Use of Artificial Intelligence to complete an assignment in a way that represents the assignment as one's own work.
- Use of Artificial Intelligence to purposefully create misinformation or to misrepresent others for the purpose of harming or bullying groups or individuals.
- Use of Artificial Intelligence with confidential student or staff personal information.

D. Violating these Guidelines

In the event that these guidelines are not followed, schools will be following their normal disciplinary procedures regarding disruptive or inappropriate behavior. Consequences may include discipline outlined in Sample District Procedure 2000, as well as restrictions placed on a student or staff member's use of generative Artificial Intelligence.

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Sample Classroom Protocols (Peninsula School District)

In our class, I encourage you to use Artificial Intelligence (AI) tools such as ChatGPT, Google Gemini, Canva, Midjourney, and others. Some of our activities and projects will even require these tools. Understanding and using AI is a new and essential skill, and I will provide lessons and help using these tools.

Some of our activities and projects will even require these tools. However, you must understand a few things about using AI, particularly generative tools like ChatGPT:

- Effort matters. If you don't take the time to think through and carefully write your prompts to the AI, you may not get excellent results. It will require practice and patience to get better results.
- Don't blindly trust the AI's responses if the AI gives you a fact or a number. Remember, you will be responsible for the accuracy of the information you use in your work, even if it comes from the AI.
- Always remember to acknowledge when you've used AI in your work. At the end of any project or assignment where you've used AI, include a short explanation about how and why you used it and what prompts you used. Not doing this could be considered as not being honest about your work.
- Lastly, use AI thoughtfully. It can be a great tool, but it's not always the right tool for the job. Consider whether it's the best choice for the task at hand.

Using AI tools in class can be a fun and exciting way to learn. I look forward to seeing how you use these tools in your work!

Sample Student AI Code of Conduct

Student Pledge for AI Use

I, [STUDENT NAME] as a student of [NAME OF SCHOOL] school, pledge to:

1. Use AI Responsibly: I will use AI tools responsibly and for educational purposes only. I understand that misuse or malicious use of AI tools will not be tolerated and may result in disciplinary action.
2. Respect Others: I will not use AI to harm, deceive, or disparage others. I will always respect others' privacy and dignity.
3. Maintain Academic Integrity: When using AI to assist with my schoolwork, I will always give proper credit. I understand that any work generated by AI should be clearly indicated.
4. Protect Privacy: I will be mindful of my own and others' privacy when using AI. I will not share personal information with AI without appropriate consent and understanding of how the data will be used.
5. Learn Continuously: I understand that AI is a rapidly evolving field. I will continuously learn about AI, its implications, and how to use it ethically.
6. Report Concerns: I will report any concerns or potential breaches of this pledge to a teacher or school administrator immediately.

By signing this pledge, I commit to adhering to these principles and understand the importance of ethical AI use in our school community.

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Sample Professional Ethics for Educators When Implementing AI Tools

1. Fairness and Unbiased AI Systems
   a. Ensure all AI tools and software used in classrooms allow equal access and outputs are unbiased.
   b. Verify data or any output generated from an AI prompt is void of language and data that is bias or defamatory.
2. Protect Student Privacy and Data
   a. Establish safeguards to make certain that student data collected, used, and stored is secure and with appropriate consent.
   b. Confirm that any data collected does not violate current regulations relevant to education and student data privacy. (See below)
3. Avoid Overreliance on AI
   a. Use AI tools to enhance teaching and not a substitute for good teaching pedagogy.
   b. Continue professional development to remain up to date with emerging AI tools and resources.
4. Plagiarism and Integrity
   a. Model the same level of integrity as outlined for students.
   b. Cite use of AI in development of materials provided to students when appropriate.
5. Ensure Equal Access
   a. Consider with intention that some students may not have access to digital resources outside of the classroom and assign work that aligns with equal access.
   b. Avoid creating projects that rely implicitly on AI for completion, unless this is a course specifically designed for AI instruction.

Considerations: When kids are not quite ready to speak up for themselves or handle AI tools alone, schools should establish strong partnerships with parents to proactively encourage the development of students' critical thinking skills. Together, parents and school communities should help kids understand how their data is collected and used by AI, whether it's at school, home, or even with toys meant for learning and fun. It's all about making sure kids stay safe and develop critical thinking skills around their personal data privacy.

Current regulations relevant to the use of AI in education

United States

1. FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
2. COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
3. IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
4. CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
5. Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

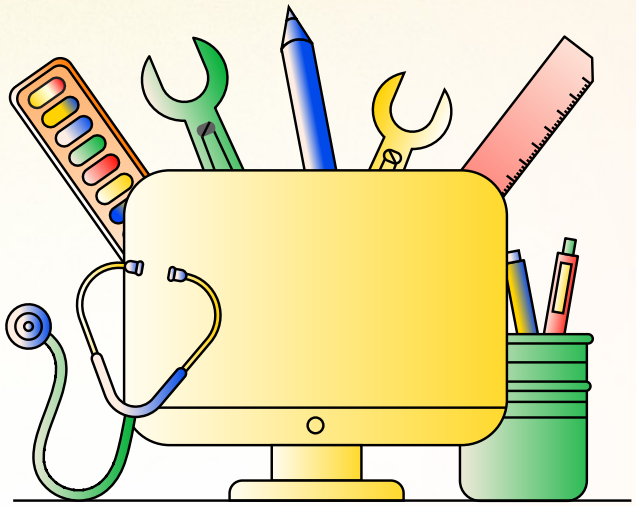
Source: AI Guidance for Schools Toolkit (teachai.org)

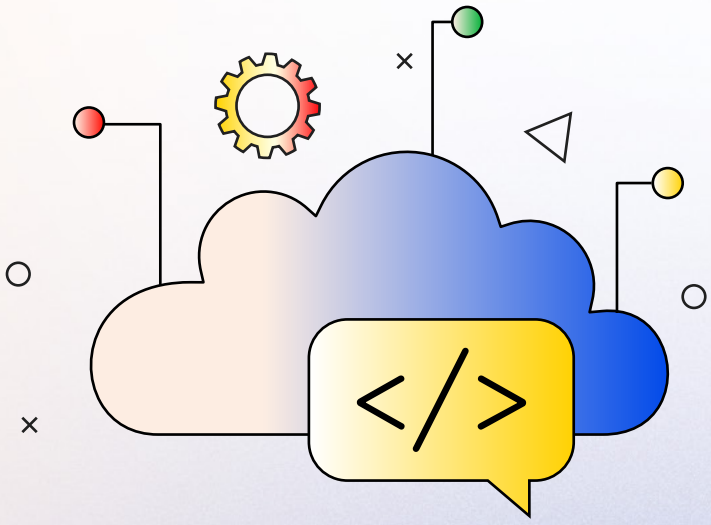
Considering AI in Specific Subject Areas

While AI plays a role in many areas of education, there are some subjects in which AI plays a more prominent role in the classroom or in course materials. Below are some examples of how AI can be integrated into different subject areas — in some cases as a tool, in others as a topic of discussion.

Career and Technical Education

Career and Technical Education (CTE) is crucial in preparing students for the AI workforce, not just as software developers but as proficient users of AI tools and digitally literate graduates. CTE courses equip students with transferable skills and familiarity with the latest software used across various sectors. As AI influences diverse industries, CTE can widen AI-related career paths, encourage cross-training, and increase attainment of multiple industry-recognized credentials in a single pathway. This mindset is key to supporting more students entering the workforce with AI proficiency.





Computer Science

As a field of research, artificial intelligence is considered a subset of the broader field of computer science (Map of Computer Science video and infographic) and is called out in the Computer Science K-12 Learning Standards. Discussions about societal impact of technology, algorithmic bias, user experience, and much more can be naturally incorporated into computer science coursework alongside programming languages, data structures, and other technical material.

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Core Subjects

English Language Arts (ELA)

Perhaps the prototypical example when it comes to concerns about plagiarism using AI tools, ELA educators are seeing first-hand the power of large language models. Understanding the limitations of AI tools can help educators distinguish and facilitate student critical thinking versus generated text and images.

Mathematics

At the heart of machine learning, the key subfield of AI upon which many state-of-the-art tools are based, are statistics, linear algebra, and calculus. Neural networks are effectively an application of the chain rule from calculus. Confidence scores generated by machine learning algorithms are essentially probabilities. The way the tool is manifested as a program comes from computer science, while the logical insights produced by the tool come from mathematics.

Physics and Engineering

A continually burgeoning field of AI is robotics, which combines logic and reasoning with engineering principles. From robot vacuum cleaners navigating the floor of a living room to the increasingly more human-like movements articulated by the robots at Boston Dynamics, robotics spans many applications including commerce, disaster relief, and human prosthetics.

Social Studies

Social discourse is increasingly contending with company-designed, bias-promoting algorithms as well as user-side bots that exacerbate the spread of disinformation and misinformation. Use of deepfakes (fake, digital representations of someone's likeness) can range from comical jabs to malicious attempts at influencing public knowledge, belief, and behavior. Social networks have for years served as platforms for civic engagement and AI has and will introduce new concerns that students need to be aware of as digital citizens.

Please note: Additional subjects will be included in the fourth version of the guidance.

Climate and Environmental Science

A critical component of all intensive computing, including widely available AI models, is the energy expended by the servers performing these complex computations. Recent studies have shown that making a single image with generative AI uses as much energy as fully charging a smart phone (MIT). At the same time, AI can be a beneficial tool for related areas such as predicting weather patterns (MIT).

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Additional Considerations for Students with Unique Needs

Special Education

AI can support agency, self advocacy, and improved outcomes for students with disabilities through personalized instructional supports to leverage individual strengths, interests, and preferences while addressing needs and closing opportunity gaps.

English Language Learners (ELL)

AI can play a significant role in supporting ELLs by providing them with personalized, interactive, and adaptive learning experiences that may include pronunciation feedback, vocabulary and grammar assistance, reading comprehension support, and speaking practice and interaction.

World Languages

AI-powered chatbots can simulate conversations while adapting to a student's learning level, interests, and goals. GenAI can create customized and dynamic content—such as stories, dialogues, and learning exercises—customized on a learner's preferences and needs.

Section 3

Human Inquiry HAH Human Empowerment

Human-Centered AI Guidance for K–12 Public Schools

Ethical Considerations for AI:

A Framework for Responsible Use

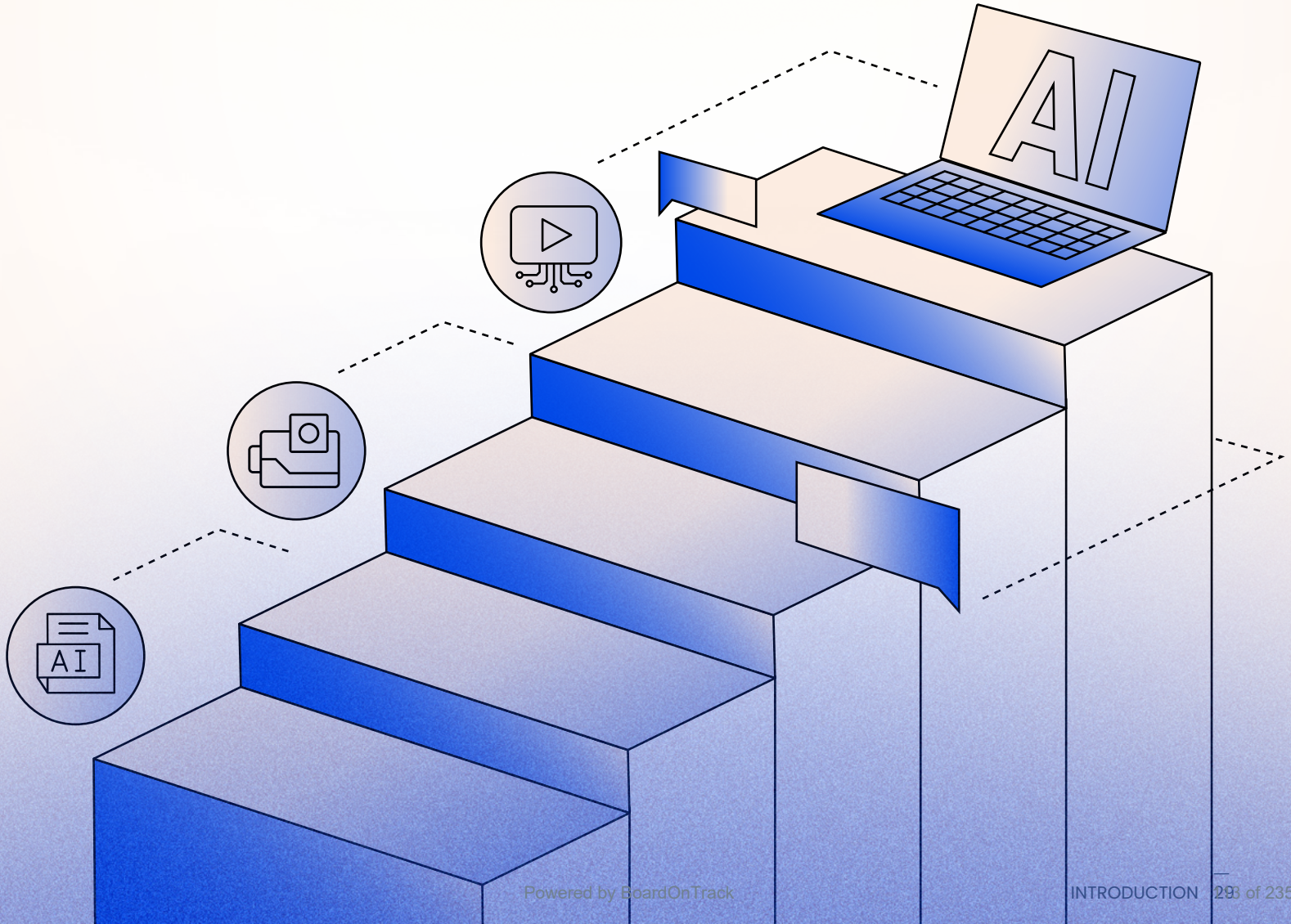
Artificial intelligence (AI) presents opportunities for innovation and advancement in education. Using AI also comes with risks that must be mitigated to protect student privacy, prevent biases and inequities, and embrace human intelligence and empowerment. This document details the ethical considerations that educators, education leaders, students, information technology and education technology professionals, and community members should consider when using AI.

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Introduction

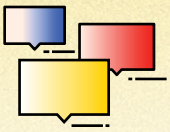
This guidance has been developed to support you as you navigate your AI journey. It is intended to spark conversations that encourage the development of a shared understanding of AI in your educational community and the development of your ethical guidelines around the responsible use of AI in your educational setting. This resource is not intended to be a comprehensive nor dictated checklist of right and wrong ways to use AI. You will find that this document is outlined based on specific audiences for ease of use, and you are encouraged to not only explore the information relevant to your district role but also delve into the broad insights.

As AI is implemented, the fundamental focus is human empowerment. For decades, education has seen technology emerge at a rapid pace, including online grading platforms, collaborative tools (such as Google Docs and Microsoft Office 365), adaptive assessments, and immersive readers, which have changed how we interact with and engage students in learning. Through it all, educators have adapted. AI is a similar tool that requires educator expertise to lead integration to ensure student learning remains at the forefront of the educational journey.



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Overview of AI Ethics: Understanding the Conversation



Artificial intelligence often seems to progress rapidly, as though it is a natural phenomenon that unfolds over time. However, AI is unlike the changing of seasons or biological phenomena in that the driving force behind AI is people – developers, researchers, investors, customers, etc. – who collectively fashion the next technological advancement into existence. This human influence introduces various biases, motivations, and incentives into the developmental process. While these innovations could bring great benefits to the creators and the users of AI tools, they also carry potential consequences, ranging from minor inconveniences to profound inequities or harm.

AI ethics examines the impact AI systems have on society and determines how to ensure AI is developed and used responsibly. These issues are not just relevant to those with deep knowledge of AI systems to tackle, but everyone that interacts with these systems. Most people who drive cars, for example, probably do not fully understand the inner mechanics of their vehicles, but that does not preclude them having a moral compass about how cars should be used. The same applies to AI: You don't need to be an AI expert to have a sense of what's morally right or wrong. Furthermore, most of the advanced AI models are much less transparent about how they make decisions. This lack of transparency can make it difficult to know if AI systems are generating outputs ethically. Hence, it's important to think about the ethical implications of AI systems, especially when they are used in decision-making tasks.

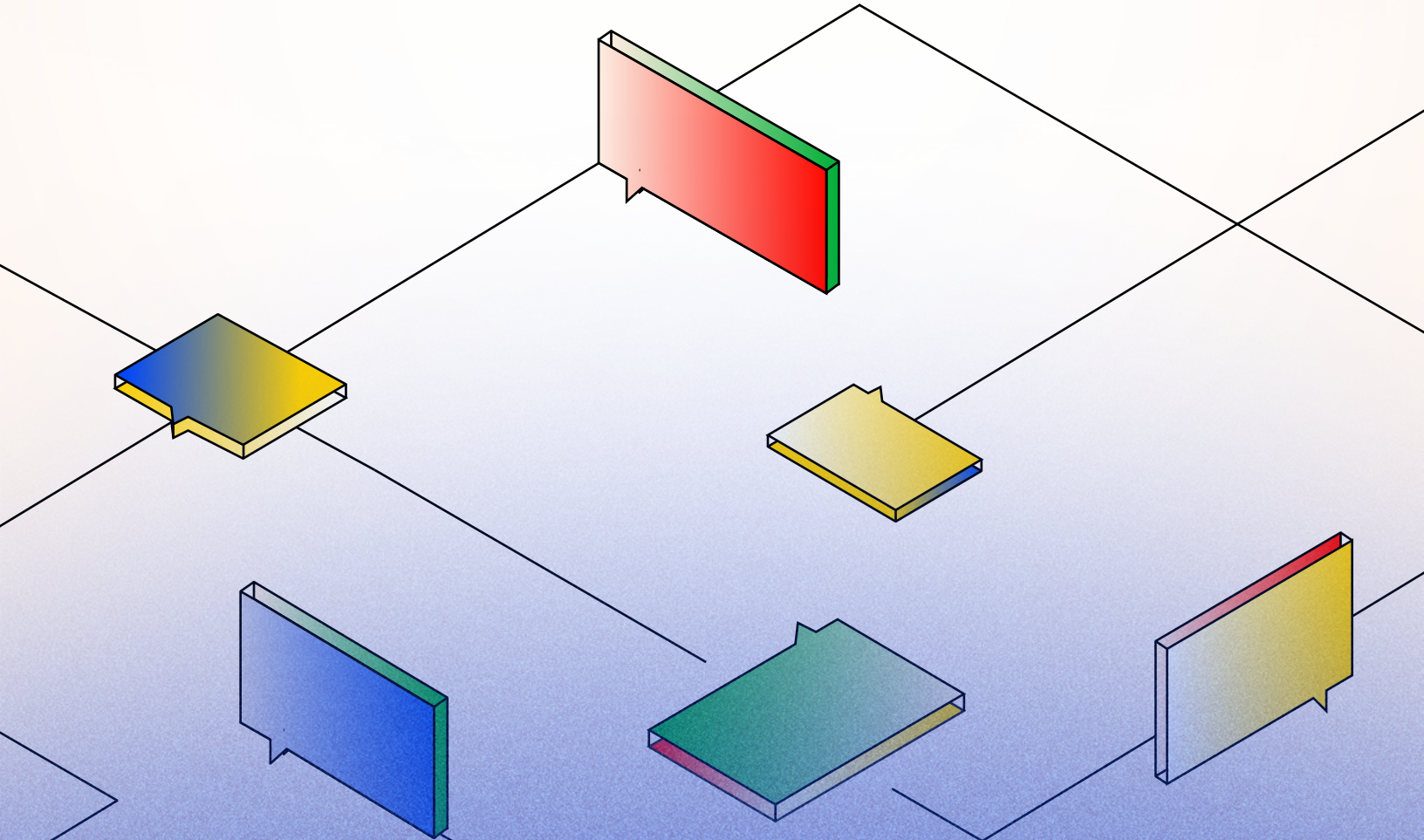
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Discussion Norms

Ethics is an inherently subjective topic. The values that guide one person's decision-making may conflict with those of another. As such, there is not one correct answer to questions of ethics. If anything should be considered "the answer," it is the discussion itself. Engaging in conversation with one another about these topics is what brings forth critical thinking, personal connection, and human empowerment.

To frame this ethics discussion, we propose the following set of norms be adhered to when considering AI ethics. In your community or context, consider agreeing with and even amending or adding to these norms before beginning the discussion:

- Include everyone in the conversation
- Respect the opinions of others
- Consider the positives and negatives
- Present data and sources as support
- Focus on common goals and solutions
- Expect and accept non-resolution



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The Ethics of AI vs The Ethical Use of AI

When discussing AI ethics, there are two distinct and powerful conversations to have surrounding AI ethics: the ethics of AI itself, and the ethical use of AI by the end user.

The Ethics of AI

The ethics of AI focuses on the inherent qualities of and considerations within AI technologies. One of the concerns is the potential for AI to harbor biases derived from the data on which it is trained. Such biases can inadvertently perpetuate and amplify societal inequalities within educational content and tools, thus necessitating a conscientious approach to the selection and implementation of AI technologies. Factors such as this underscore the need for a responsible and informed approach to deploying AI in educational contexts, emphasizing transparency, fairness, potential bias, and environmental sustainability.

The Ethical Use of AI

The ethical use of AI focuses on how AI is used by the end user. This perspective champions a Human Input → AI → Human Empowerment (H → AI → H) model, advocating for AI to be employed as a bridge between human intention and enhanced capabilities. In this model, AI tools are not seen as replacements for human effort but as amplifiers of human potential. The ethical use of AI in education revolves around empowering educators and students to leverage these technologies to augment learning, creativity, and problem-solving capacities. It is about making informed and conscientious choices in how AI tools are integrated into the learning environment, ensuring they serve to elevate the educational experience rather than detract from the human elements of empathy, learning, and teaching.

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Local Education Agency Leaders

Access to AI tools has rapidly become as ubiquitous for education as the internet is for students and educators worldwide. Washington education leaders face the critical task of balancing the need to mitigate serious risks while enabling Local Education Agencies (LEA) to uphold the values of their communities.

When educators and students are accessing AI tools, it is crucial that these tools protect student data and improve student outcomes while allowing the opportunity for increased efficiency and enhanced educational experiences. Therefore, it is imperative that education leaders are mindful and intentional when implementing AI tools and programs in schools, skill centers, and other institutions. Education leaders are encouraged to consider the following:

AI Policies Review and Updates

- Encourage regular reviews and updates to LEA policies to ensure ethical and responsible AI tool use while complying with regulations like FERPA, COPPA, and CIPA.
- Include diverse community stakeholders (parents/guardians, educators, staff, students, legal professionals) in policy reviews and updates.
- For further insights, see guidance for educators and students.

Equitable Technology Access

- Consider how access to software can impact the digital divide and student preparedness.
- Continue to provide options for low- to no-cost internet access for students.
  - Foster local partnerships to enhance technology access beyond school hours.
  - Consider tools that work on lower bandwidths and mobile devices.
  - Engage Career and Technical Education (CTE) industry partners for software recommendations.

Teacher Training and Confidence

- Provide training for educators to build confidence in the use of AI tools.
- Explore funding opportunities to extend training to educators and the wider community.

Ensure Alignment with District AI Vision and Philosophy

- Provide options so that individual schools or classrooms do not ban the appropriate use of new technology.
- Enforce steps in place to prevent students from being left behind their peers due to limited technology access.

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Student Privacy and Data Security

- Continue to evaluate the need to balance data demand with student privacy concerns.
- Continue to support technology leadership in addressing risks of data breaches and external sharing of student or staff information.
- Continue to review implemented software that does not promote student profiling and surveillance.
- Provide students with grade-level appropriate instruction in thinking critically about their digital security.

Address Bias

- Consider if the use of AI empowers the user and is the best tool for the purpose.
- Empower educators to teach students to identify and compensate for biases and misinformation when using AI.
- Advocate for creating and adopting bias-aware AI tools.
- Assure diverse tools are catering to various learning styles prioritized during the selection process.

Lead the Vetting of AI Tools

- Consider whether adding AI enhances the action or use of the software.
- Ensure software companies' Data Privacy Agreements (DPAs) are verified.
- Validate that companies are COPPA, CIPA, and FERPA compliant.
- Continue to insist on encryption and security measures and verify that LEA IT staff are comfortable with these procedures.
- Partner with community experts in critical evaluation of CTE and other tools needed to prepare students for the workforce.

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Information Technology/Education Technology Leaders

IT professionals hold a pivotal role in shaping the digital landscape for students and educators. Just as the Internet, computers, smart phones, and other technology have revolutionized learning, AI and the tools that support its use are becoming essential for enhancing the educational experience. Implementation of this technology comes with great responsibility in selecting the right tools to safeguard student information. Here are some considerations to explore as the technology leader in your LEA:

Educational Goals and Alignment

- Insist the software aligns with the LEA's educational goals, policies, and priorities – especially as it relates to equity of access and bias.
- Assess whether the software supports the curriculum, enhances teaching, and improves student outcomes.

Compatibility and Integration

- Consider how well the software integrates with existing systems (e.g., student information systems, learning management systems).
- Enforce actions that support the compatibility with hardware, operating systems, and network infrastructure.

Security and Privacy

- Prioritize security and data privacy.
- Implement vetting procedures requiring vendors to notify the district when updates include AI changes are made.
- Ensure that the software's security features and encryption comply with regulations (e.g., FERPA, CIPA, and COPPA).
- Confirm that the software vendor follows best practices in protecting student data.

Cost and Budget

- Balance the total cost of ownership, including licensing fees, maintenance, and support, in the evaluation for purchase.
- Consider how leveraging AI tools could replace other costs.
- Research different funds you could use to support implementation of AI.
- Find ways that AI can supplant current budgetary items.
- Lead conversations that assess whether the software provides value and access to all students and/or educators for the investment or options for students who may have challenges accessing the software.
- Direct, when possible, the software to run on a lower bandwidth to allow students with limited home Internet access.

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Usability and Training

- Test the software's usability to ensure it is intuitive for teachers, students, and administrators.
- Assess the availability of training resources and professional development for staff.

Scalability and Futureproofing

- Consider whether the software will scale as the LEA grows to meet the educator's and student's future needs.
- Insist the vendor provide regular updates and adapt to technological advancements.

Vendor Reputation and Support

- Research the software vendor's reputation: read reviews and seek recommendations.
- Learn the range of the vendor's customer support, responsiveness, and willingness to address issues meet the needs of the LEA: Is training available when needed and what is the cost?

Licensing Models

- Consider licensing options (e.g., perpetual, subscription-based, concurrent licenses).
- Ensure that the chosen licensing model aligns with the district's financial and operational preferences.

Accessibility and Inclusivity

- Consider how AI tools enhance learning for students, including those with diverse needs.
- Highlight features that promote inclusivity and accommodate diverse learning needs.

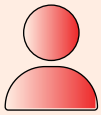
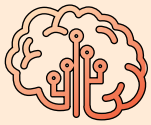
Pilot Testing and Feedback

- Create an AI pilot group/committee of users before full implementation of an AI tool.
- Engage and gather feedback from educators, students, and administrators to inform decision-making and to provide transparency of decisions.

Educators

As AI becomes more ingrained in our daily life, it is imperative that educators establish clear guidelines and model the ethical and transparent use of AI, as well as support healthy conversations and safe use. It is critical that educators create a classroom culture that empowers both themselves and their students in having conversations around the ethical use of AI within the context of the class, alignment with learning standards, and outcomes being met on an assignment-by-assignment bases. Much like when using a calculator, math educators will support students in understanding which assignments calculators can be used and which assignments they cannot. Educators must have constant conversations and make clear the intended outcomes of assignments to students. In support of this, an educator might consider creating a set of classroom guidelines that lay out the responsibilities that students have in completing assignments.

To support students in understanding the different ways in which AI might be leveraged within a given assignment, it is recommended that educators or a school at large adopt an AI Matrix so that students are clear on how to use AI tools ethically and responsibly on a given assignment. The OSPI AI Matrix is a good starting point for educators to build an understanding of ethical AI use.

Level 1 **No AI Assistance**	**Level 2** **AI -Assisted Brainstorming**	**Level 3** **AI-Supported Drafting**	**Level 4** **AI-Collaborative Creation**	**Level 5** **AI as Co-Creator**
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No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

Dowload 5 Step Scaffolding Scale

When creating a classroom culture around ethical use of AI, teachers should also consider establishing the responsibilities they have to students incorporating AI use within assignments.

Teachers' Considerations Regarding AI Use in Assignments

Clarity: Consider, before assigning any work, clearly stating whether AI is allowed and to what extent. This clarity ensures that all students understand the expectations and can adhere to them, fostering a fair and equitable learning environment.

Rationale: Consider providing reasons behind decisions on AI use in assignments. Understanding why AI is permitted or not helps students see the value in developing their own skills and knowledge as they learn to leverage technology effectively.

Guidance: Consider guiding students on how to use AI responsibly when allowed. This includes teaching students to critically assess AI-generated content and to use AI as a tool for learning enhancement rather than as a shortcut.

Support: Consider providing resources for students to learn about AI and its applications. This support ensures that all students, regardless of their prior exposure to AI, can confidently use these tools in their academic work.

Establishing a classroom culture that empowers students to use AI tools ethically and responsibly is the responsibility of every educator.

Evaluating Student Work

It is highly recommended that educators use caution when leveraging AI tools to evaluate student work. When weighing whether to use AI to evaluate student work, educators are asked to consider the following:

- Make sure the student work does not have personally identifiable student information.
- Communicate with students that you will be leveraging AI to evaluate their work.

Using AI Detection Tools

It is highly recommended that educators do not utilize AI detection software in evaluating student work. Research by both Vanderbilt University and Stanford University have shown these tools to be less accurate than advertised, as well as biased against non-native English speakers and writers. The best way to detect if AI was used inappropriately within a learning experience is to know your students' voice and writing style through samples of work gathered over time. Rather than rely on AI detection software, it is recommended that educators create a classroom culture built on the ethical use of AI within the learning journey.

If the inappropriate use of AI is suspected, it is recommended that educators have a conversation with the student(s), allowing them to explain if they used AI and in what compacity within the assignment. If an AI Matrix has been implemented and clearly communicated within the classroom, it can form the basis for these conversations. Ultimately, the goal of these conversations is for both the educator and student to understand the use of AI.

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Students

Artificial intelligence is quickly becoming more capable of doing many incredible things. You, as a student, have an important role in making sure that AI is used for good. Here's why:

You are the ultimate AI tester. Being a student means you are great at exploring new things and using AI in creative ways to learn and grow. It's like playing a game and figuring out all the best moves. You probably already use many applications or websites every day that make use of AI, such as social media, video streaming and recommendation sites, and virtual assistants.

Keep in mind that AI is kind of like a toy robot. In some ways, it can be very sophisticated and can perform some complex tasks, but at the same time it can only do what it is programmed to do. This means AI can be used in the wrong way, sometimes by accident. Plus, the companies that make AI might collect your personal information without you knowing it!

In other words, there are pros and cons to using AI, which is why it is so important that you engage with AI ethically. Think like a detective. You want information from the AI, but you also have questions to ask yourself, such as:

- Is the AI helping you learn or is it just doing the work for you?
- What kind of information is the AI using to learn?
- Does the application ask for personal information that you would not normally give to a stranger?
- Are the results or responses fair or biased? What sort of information might be missing from the results that you think should be considered?
- How could someone misuse this tool, either on purpose or by mistake?

By critically thinking about AI, you can help make sure it benefits everyone. If you are ever unsure, ask your teachers, family, or community members.

Framework for Students on Discussing Their Workflow

When working with AI, it's important to think about people. First, consider how you're using AI. Is it helping you with a task? Maybe suggesting what to write in an essay or creating some cool art to show your friends what you are imagining? Keep people and how they will view your work in mind.

Next, check the work that AI gives you (output). Whatever writing or picture the software gives you, take a close look and evaluate it. Is it accurate? Does it make sense?

If you are unsure, talk to your teacher. When it is time to submit the final project, make sure you have used AI wisely.

Here are some more tips to consider as you use AI to support your learning:

Transparency



Always be clear and honest about how you've used AI in your assignments. Whether you've used it to generate ideas, conduct research, or check your work, your teachers and peers should know how AI tools have contributed to your final submission.

Understanding



You should not only use AI but also strive to understand the concepts and content it helps you create. Be prepared to discuss the reasoning behind your work, how you've used AI to assist you, and the knowledge you've gained through the process.

Reflection



Reflect on your learning process with AI. Consider what you've learned independently and what insights AI has provided. This reflection will help you articulate your workflow and the role AI played in your assignments.

Collaboration



Engage in discussions with your peers and teachers about the use of AI in your work. Sharing your experiences can foster a community of learning where everyone benefits from collective insights and strategies.

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Family and Community Members

Mentors, friends, family, and all community members who support our students are a hugely important part of the Washington education system. Whether you're picking up and dropping off at school, helping with homework, coaching an after-school team, or cooking dinner, you have an impact on our students' lives. Depending on your level of familiarity, topics like artificial intelligence might seem out of your wheelhouse. Nonetheless, you are encouraged to keep your student's well-being in mind as they navigate the AI landscape.

Try to identify what tools you use regularly that may depend on lots of data. Movie recommendation systems, text autocomplete and grammar checking apps, and web search engines are examples of common tools now based on machine learning AI models. Even without delving into the details of how these models work, you can help guide students' critical thinking and perhaps even bring them on your own journey toward understanding these ethical questions.

Consider the following example:

> You're on a website shopping for sunglasses and see an option to use their "virtual try-on" tool. After opening the tool, you quickly agree to the lengthy disclaimer, proceed to scan your face with your camera, and very conveniently see how the slick pair of sunglasses looks on your face via a 3D virtual display.

This might be a completely innocuous scenario. But consider what you may have agreed to in the disclaimer. What data is the site extracting when it scans your face? You may have provided biometric data not unlike the facial IDs used to unlock many smart phones. Your likeness may be shared with third party sites. Some form of AI is probably used to align the virtual glasses model with your face and is, as far as you can verify, just a neat, useful tool. But is the convenience worth what you may be giving up? How might these considerations apply to other tools you have used?

Include your student(s) in these conversations. They might realize something they have never considered, reveal other relevant information you may not have been familiar with, and perhaps make connections with other AI tools they are using for their learning. The more everyone in the community is aware of these concerns, the more critically we can all engage with AI.

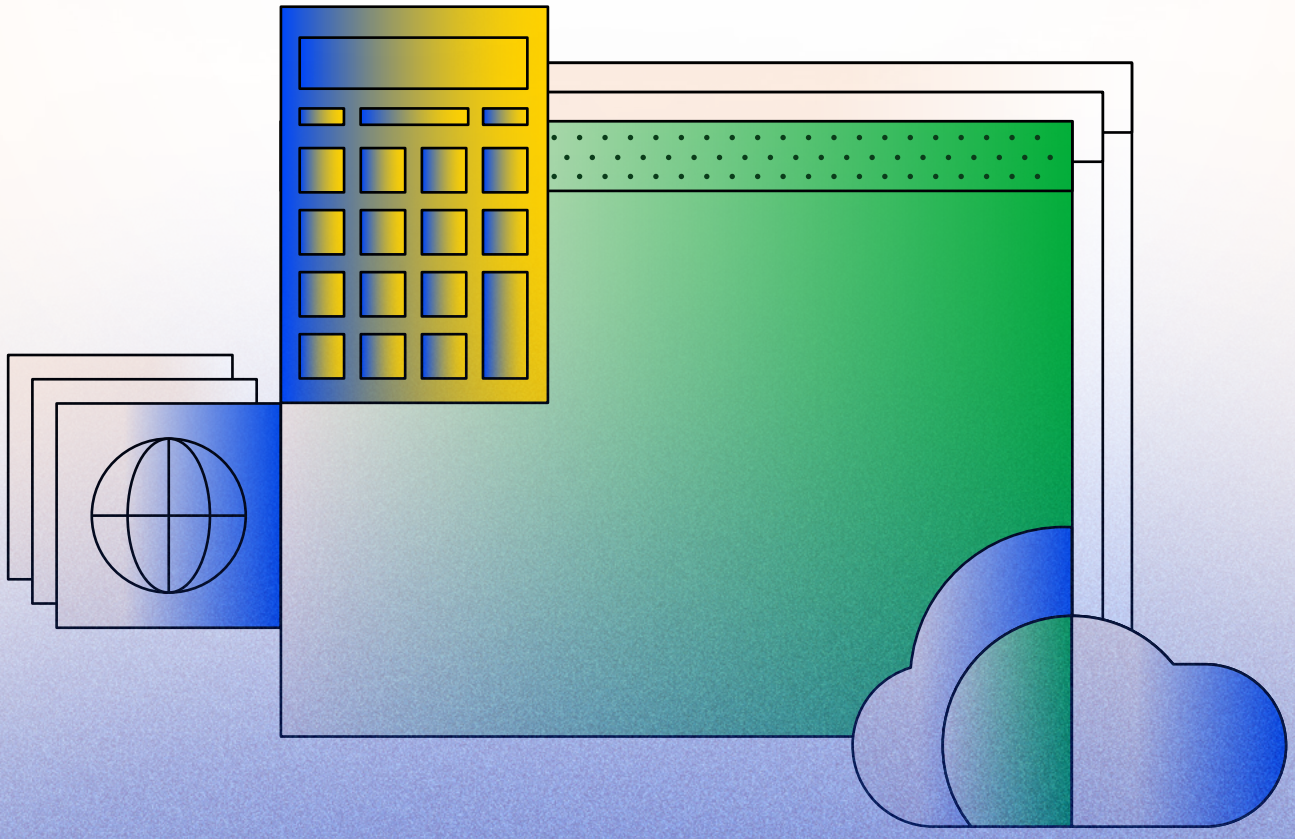
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Outlook

Every technology has historically faced a significant amount of confusion and pushback. Consider, for example, calculators, which initially raised widespread skepticism and concerns about their potential to weaken students' mathematical skills. Similarly, the introduction of computers sparked debates and concerns over increased screen time and decrease in interpersonal interactions.

Just as past educational advancements have brought both challenges and opportunities, the current wave of innovation holds great potential for enhancing student learning. It is our collective responsibility to ensure that human empowerment (H → AI → H) is a key consideration in our critical evaluation and application of tools that improve educational experiences for all students.

In this era of rapid innovation, it is important to recognize our place at the cusp of change. This guidance serves to shed light on important factors for a diverse group of stakeholders. As AI systems evolve, our guidelines and considerations must also evolve to keep pace with new technologies and the ever-changing cultural and social landscapes in which they are embedded. As our communities' knowledge expands and our societal norms around technology shift, it is imperative that these discussions remain a central focus in our educational institutions, engaging both students in the classroom and the broader school community. Continuing to prioritize these dialogues and maintain a human-centric approach in education—always putting the student experience first—is the most valuable legacy we can pass on to future generations.



Professional Development

As Gen AI continues to evolve and impact all aspects of industry, LEAs need to provide training on and understanding of Gen AI for all educational stakeholders. The appropriate use of AI always begins with human inquiry and ends with human engagement with the AI output. LEAs must ensure users of Gen AI understand the safe, responsible ways to utilize these tools in a human-centered approach.

LEA leadership should prioritize staff understanding of how to utilize the technology in the following areas:

- Improve organizational awareness, productivity, and effective use of AI tools
- Understand the pedagogical changes that Gen AI has for learning
- Promote student empowerment in the use of AI in work and assessments
- Establish a shared understanding about the importance and equity concerns when using AI
- Promote access to appropriate AI tools for learning
- Create a shared understanding of academic integrity in the era of AI
- Emphasize ethical use of AI
- Promote understanding of AI and AI tools across the wider educational community
- Empower teachers to generate curriculum using open educational resources provided by OSPI (Washington OER Hub)

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Human Inquiry-AI-Human Empowerment: AI in Education FAQ

This FAQ dives into the transformative role of AI in education, shedding light on how it's reshaping teaching and learning. It highlights AI's potential to tailor education to individual needs, streamline educator tasks, and enhance school operations. Alongside the excitement, OSPI cautions about issues such as privacy and equity. Essentially, OSPI envisions AI as a powerful ally in education by embracing a human-centered approach, focusing to make learning more effective and accessible, while also acknowledging the challenges that come with integrating technology into educational environments.

What is AI in Education?

Some key aspects of AI in education include:

- Personalized learning, intelligent tutoring systems, and increased access to learning for students from all backgrounds
- Leveraging automation in grading and administrative tasks
- Utilizing unprecedented access to data and knowledge to inform instructional decision-making

How Can AI Improve Teaching and Learning?

AI can improve teaching and learning by increasing efficiency, personalization, and accessibility.

Some examples of improvements include:

- Early identification of learning disabilities and opportunities for interventions
- Language translation and support
- Assisting with curriculum development
- Continuous professional learning for educators
- Facilitating collaborative learning and enhanced engagement in class

How Does AI Personalize Learning?

AI can use data-driven approaches and adaptive technologies to personalize educational experiences to individual needs.

Some examples include:

- Analysis of student learning and customized feedback
- Intelligent tutoring systems and adaptive course content
- Personalized learning schedules and study guides
- Guidance for further study, skills development, and career interests

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What Role Can AI Play in Assessing Student Performance?

AI can enhance efficient assessment of student performance, though it may not be appropriate for assessing all student outputs.

Some appropriate uses of AI in assessment include:

- Creating assessments that are adaptive and interactive
- Automated grading of multiple-choice tests
- Performance tracking over time, identification of knowledge gaps, and personalized feedback
- Analysis of skills and competency, sentiment, and engagement

How Can AI Support Educators?

AI can support educators by enhancing their efficiency and effectiveness.

Some examples include:

- Automating administrative tasks
- Language translation
- Supporting the creation of learning materials and development of curricula
- Enhancing accessibility of classroom content
- Analysis of student performance
- Professional learning plans

How Is AI Integrated into Educational Curricula?

Integrating AI into educational curricula should take a multifaceted approach that includes not only teaching about AI itself, but also using AI as a tool in the classroom.

Some ways to integrate AI into curricula include:

- Teaching AI concepts
- Incorporating AI into STEM (science, technology, engineering, and mathematics) education
- Project-based learning
- Educational games, simulations, and virtual or augmented reality experiences. Enhancing accessibility of classroom content

How Can AI Improve Education Systems?

AI—when used responsibly—has the potential to improve educator and student experiences.

Some examples of improvements include:

- Making educational resources scalable
- Enhanced research capabilities, including processing and analyzing large datasets
- Fostering global learning communities by transcending language barriers and geographical boundaries
- Efficiency and cost-effectiveness

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Are There Any Risks or Challenges Associated with AI in Education?

Yes. As with other technology that came before it, there are risks and challenges that need to be managed when integrating AI in education.

Some concerns include:

- Data privacy and security
- Bias in algorithms and other AI tools
- Inequitable access to technology
- Over-reliance on technology, including effects on student interactions and social skills
- Academic honesty and plagiarism
- Quality controls and fact-checking

What Are the Ethical Considerations of Using AI in Education?

Using AI ethically means using AI in ways that are responsible, safe, and beneficial.

Some considerations include:

- Bias, fairness, and cultural sensitivity and inclusion
- Data privacy and security
- Potential impacts on psychology and development
- Autonomous AI as a replacement for human decision-making
- Potential long-term consequences

What Is the Future of AI in Education?

The future of AI in education looks promising and is expected to transform how education is delivered and experienced.

Some key trends that are likely to shape the future of AI in education include:

- Advanced adaptive learning systems with greater personalization
- AI literacy and skills training
- Emotion recognition and mental health support
- Collaborative AI
- Smart campus infrastructures
- AI as a research assistant
- Combatting educational disruption

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AI Integration: Leadership Checklist

There are important steps that Local Education Agencies (LEAs) should take when implementing the use of artificial intelligence (AI) in schools. Like technology that came before it, AI presents opportunities for enhanced learning experiences, creative and innovative thinking, and personalized instruction that supports all learners. Also like technology that came before it, AI must be used in ways that are responsible, ethical, and safe.

Having clear and updated LEA policies will support the appropriate use of AI in the classroom. Below, find a checklist to guide your process of integrating AI into your LEA. All draft AI policies should be reviewed and approved prior to adoption.

Step 1: Identify Stakeholders

✓ Make a list of key stakeholders within your LEA that will support your LEA with developing and adopting AI policies. Consider including:
- School district leaders
- IT Directors
- Educators
- Students
- Communications staff

✓ Make a list of key stakeholders in your LEA community that should be consulted and informed throughout your LEA's process of developing and adopting AI policies. Consider including:
- School board members
- Families
- Students
- Community members
- Community partners (such as advisory committees, school board members, CTE advisory committees, businesses, or nonprofit organizations that your LEA works with regularly)

Step 2: Discussions with Stakeholders

✓ Use OSPI's AI guidance, AI terms, and FAQ as resources to provide a basis of understanding for conversations.

✓ Work with stakeholders within your LEA to identify AI tools that your LEA will support. Consider:
- The availability of technological infrastructure at your LEA
- The data privacy policies of the AI tools under consideration
- How teachers will engage in professional learning opportunities to integrate AI into their classrooms

✓ Give families, students, community members, and community partners multiple opportunities to engage in the process. This engagement could look like:
- Town hall meetings
- Open houses
- Question-and-answer sessions

Step 3: Develop AI Policy

✓ Collaborate with stakeholders to develop your LEA's AI policy.

✓ Develop a process for updating your LEA's AI policy as technology advances and the needs of your LEA community change.

✓ Ask stakeholders to review and provide feedback on your LEA's AI policy. Ask multiple types of stakeholders to engage in the review process, including:

- Administrators
- Educators
- Students
- Families

✓ Partner with your LEA's communications staff to:

- Ensure that your LEA's AI policy is written in "Plain Talk."
- Ensure that the document is compliant with the Americans with Disabilities Act.
- Make the document available to the public.
- Identify the process for updating the document and housing its updated versions.

Step 4: Update Other Policies

✓ Using the processes in place at your LEA, work with committees, appointed staff, and/or others to review and update current LEA policies to be in alignment with your AI policy. Policies to consider including:

- Technology Responsible Use Policy (RUP)
- Integrate LEA academic integrity policy
- LEA student code of conduct or HIB (harassment, intimidation, bullying) policy
- Staff policies
- Classroom academic policies and syllabi

✓ Partner with your LEA's Communications staff to coordinate messaging to students, families, and other stakeholders regarding these updated policies.

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Definitions of Key AI Technology Terms OSPI AI Advisory Group

Audience: Education Leaders

Version 5: 03/27/2024

Term	Definition	Resources
Algorithm	An algorithm is a structured series of steps or rules formulated to process information and achieve desired outcomes.	Explainer: What Is an Algorithm?
Artificial Intelligence (AI)	Artificial Intelligence (AI) is a computer system that can learn, make decisions, and perform tasks typically needing human intelligence.	What is Artificial Intelligence?
Large Language Model	Large Language Models are advanced AI systems designed to understand, interpret, and generate human language, imagines, audio and video products.	How Chatbots and Large Language Models Work
Generative AI	Generative AI is an AI algorithm capable of creating text, images, videos, or other content using generative models, in reponse to prompts.	Generative AI: what is it good for?
GPT AIs	"GPT" (generative pre-trained transformer) includes: ChatGPT, ImageGPT, MusicGPT, VideoGPT and more to come. **Generative:** The AI generates materials based on an input. **Pre-Training:** The AI is pre-trained on a set of data (Large Language Model). **Transformer:** The underlying technology code and algorithm that makes the AI work in a particular way.	

Term	Definition	Resources
Human empowerment (AI)	Humans use AI technologies to enhance human capabilities, well-being, and autonomy, ensuring that AI systems are designed to support, augment, and elevate human abilities, experiences, and values across diverse domains of life.	The Future of Human Empowerment
Algorithmic Bias	Algorithmic bias is the systematic and unfair distortions in the output of algorithms.	Machine Learning and Human Bias
Hallucination (AI)	AI hallucination is the phenomenon where AI systems produce fabricated or inaccurate information.	Why Large Language Models Hallucinate
AI Ethics	AI ethics are the set of guiding principles that stakeholders use to ensure artificial intelligence technology is developed and used responsibly.	Ethics of AI: Challenges and Governance

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AI Use Disclaimer

In crafting this guidance, OSPI harnessed the power of Large Language Models (LLMs). Anchored in the "Human → AI → Human" paradigm, this document aims to foster and model responsible and ethical engagement with AI technologies. Educators are encouraged to leverage AI as an augmentation tool, preserving human insight and creativity.

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Coversheet

Change of Forms to Procedure 6102P

Section: V. Discussion Items
Item: D. Change of Forms to Procedure 6102P
Purpose:
Submitted by:
Related Material: 2026-10-14 Discussion for Procedure 6102.pdf
Policy 6102P Form A-Donation Application.pdf
Policy 6102P Form B-Grant Application.pdf
6102 - District Fundraising Activities - ADA (1).pdf
6102P District Fundraising Activities -ADA (2).pdf

BOARD PACKET

TO:	**Board of Directors**
SUBJECT:	**Change of forms to Procedure 6102P**
AGENDA:	**DISCUSSION**
DATE:	**October 14, 2026**
PREPARED BY:	**Shawn Cook, *Director of Finance and Operations***

Background:

A review of Policy 6102 and Procedure 6102P found that we needed to divide the current form for Procedure 6102P into 2 separate forms.

No changes are recommended to Policy 6102 - District Fundraising Activities. The provisions of the policy continue to provide appropriate guidance for district fundraising activities.

No substantive changes are recommended to Procedure 6102P. However, administrative updates are proposed to clarify the district's approval process for donations, grants, and crowdfunding activities.

Procedural Revisions:

1. Replace the existing PSD Donation/Grant Request Form with two separate approval forms:
    - 6102P Form A (PSD #116 Donation or Crowdfunding Approval)
    - 6102P Form B (PSD #116 Grant Application Approval)
2. Revision to the first paragraph on page 3 of 6102P.
   Any fundraising, donation, or crowdfunding activity conducted on behalf of a district program, school, department, classroom, student group, or activity must be approved in advance using 6102P Form A (PSD #116 Donation or Crowdfunding Approval). Donations, fundraising proceeds, or items obtained through crowdfunding shall be considered district property if they possess one or more of the following characteristics:

3. Revision to the fourth paragraph on page 3 of 6102P:
   Any application for grant funding intended to benefit the district, its schools, programs, departments, classrooms, student groups, or activities must have the corresponding approval form completed and submitted to the District Office prior to submission of the application. Grant applications require 6102P Form B (PSD #116 Grant Application Approval). Items obtained through grant funding shall be considered district property if they possess one or more of the following characteristics:

Rationale:

These revisions do not change the district's expectations regarding fundraising, donations, grants, or crowdfunding. Rather, they clarify the approval process by providing separate forms for grant applications and donation/crowdfunding requests and ensure that requests intended to benefit the district receive appropriate administrative review before submission.

Prosser School District #116
Donation or Crowdfunding Approval

Any Prosser School District employee seeking donations, sponsorships, or crowdfunding support from external individuals, businesses, or organizations must complete this Donation/Crowdfunding Approval Form prior to soliciting or accepting funds, goods, or services. All donations and crowdfunding activities must comply with district policies and procedures and receive approval before funds are collected or expenditures are made.

Section 1:

Employee name(s): _____ Date of request: _____

Request is to apply for (circle one): Donation Crowdfunding

Organization/Source you are apply to: _____

Is the source (please circle/describe): Private State Federal

Other: _____

Title of grant/donation: _____

Amount requested: $_____ Due date of application: _____

Section 2:

Please attach additional pages as needed.

What is the goal/outcome of your request? Who are the beneficiaries?
How will this align with school and/or district goals and mission?

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Is there a commitment of staff time required for this award? How would staff members, other than the applicant(s) be impacted?
Are there any matching funds or long-term financial commitments to this award? How will you ensure the award does not create inequities among students/staff?
Are there any reporting requirements? What data needs to be collected? What records must be kept for audit? Who will complete this and how will it be completed?

Signatures of Support/Approval	
Principal/Program Administrator	Date:
Finance Director	Date:
Technology Director (if applicable)	Date:
Maintenance Director (if applicable)	Date:

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Prosser School District #116
Grant Application Approval

Any Prosser School District Employee contemplating applying for grant funds from a local, state, or federal source must complete this Grant Approval Form at least 10 working days prior to the grant submission deadline. The Business Office will determine the requirements of the award (e.g matching funds requirement, long-term repair or maintenance costs). **This process applies to all grants regardless of the size of the award or the method of submission except for grants that are awarded through the OSPI IGrants or EGMS Systems.**

The Grant Applicant is responsible for meeting any and all requirements of the grant or award. All costs incurred by the grant are the responsibility of the applicant's department/building unless funds have been authorized by the Business Office.

Section 1:

Grant Applicant Name	
Phone Extension	
Date	
Grant Title	
Grant Agency Name	
Grant Agency Point of Contact Name	
Granting Agency Phone Number	
Granting Agency Address	
Amount Requesting	
Application Due Date	
Expected Award Date	
Funding Source (State or Federal)	
CFDA Number (If applicable)	

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Section 2:

Does this Grant require matching funds from any source? If yes, explain:

How is this grant paid?

Will you be purchasing any technology or require additional support for technology in your project? If yes, explain:

Does the awarding agency have reporting or evaluation requirements on how the funds were used? If yes, explain (These requirements are the responsibility of the Grant Applicant; not the Business Office.):

Anticipated use of Funds (Include details of planned expenditures and amounts):

Please attach the following:

- Grant Application
- Grant Website
- Grant Guidelines (i.e. RFP, Federal Guidelines)

Grant Applicant Signature: _____ Date: _____

Principal/Dept Admin Signature: _____ Date: _____

Superintendent Notes/Approval:

Superintendent Signature: _____ Date: _____

Grant Applicant Follow-up: AFTER the grant has been awarded, please let the Superintendent and Business Office know if the Grant was awarded and if so, please attach a copy of the award letter. The Business Office will work with the Building Secretaries on expenditure and revenue codes if necessary.

District Fundraising Activities

The district recognizes that it needs a balance of state, federal, local, and nongovernmental funds to achieve its goals. The district further recognizes that dwindling state and federal funds present challenges for the district. Increasingly, the district is seeking local and nongovernmental funding sources in order to preserve, establish and enhance important district programs and educational opportunities. The district's ability to offer diverse, quality educational programs and experiences for our students depends in part on our ability to secure reliable alternative sources of funding.

To preserve and to establish district programs and educational opportunities the board authorizes fundraising activities where such programs: (1) Promote K-12 education; (2) Provide educational experiences for students, and/or (3) Address local funding obligations that support the educational mission of the district; (4) and/or promote the effective, efficient, or safe management and operation of the district.

District fundraising activities may include: (1) Soliciting gifts and donations that are reasonably related to the pursuit of the district's objectives; (2) Entering into interlocal agreements with other governments which generate additional funds for school district activities; and/or (3) Operating various revenue generating enterprises consisting of the sale of goods or services that are produced by, or that are linked to, the district's educational program. Fundraising programs, including enterprise activities, will be in the best interests of the district and will not interfere with the operation of the district's programs and functions. District fundraising programs will not conflict with any applicable law and or state or federal constitutional provisions, including the separation of church and state.

This policy governs the establishment and administration of district fundraising for the general fund and for particular programs in the district. It does not address fundraising programs conducted by Parent Teacher Organizations, other non-profit or citizens' organizations, or the Associated Student Body. Fundraising by the Associated Student Body is addressed by RCW 28A. 325.030 and Policy 3510.

The superintendent will establish procedures for the administration of district fundraising programs to ensure compliance with all applicable laws.

Cross References:	3530 - Fundraising Activities Involving Students
	3510 - Associated Student Bodies
Legal References:	RCW 28A.320.015 School Boards of Directors – Powers – Notice of adoption of policy
	RCW 28A.320.030 Gifts, conveyances, etc., for scholarship and student aid purposes, receipt and administration
	AGO 2003 No. 1 Attorney General's Opinion
Management Resources:	Policy News, December 2003 District Fundraising Activities

Adoption Date: June 9, 2022

Procedure - District Fundraising Activities

The district fundraising programs for students will: (1) promote K-12 education; (2) provide educational experiences; and/or (3) address local funding obligations that support the educational mission of the district; (4) and/or promote the effective, efficient, or safe management and operation of the district.

District fundraising activities may include: (1) soliciting gifts and donations that are reasonably related to the pursuit of the district's objectives; (2) entering into interlocal agreements with other governments which generate additional funds for school district activities; and/or (3) operating various revenue generating enterprises consisting of the sale of goods or services that are produced by, or that are linked to, the district's educational program. The purpose or use of such programs will be consistent with the policies and programs of the district.

Proposals for district fundraising programs will be reviewed and approved in advance by the superintendent and designee to ensure compliance with the following procedures. The superintendent and designee will make all compliance determinations.

Any fundraising program charging fees will satisfy the following criteria:

1. Fees for persons attending or participating in such programs will only be charged when attendance or participation is optional, not mandatory;

2. Students not be charged a fee to enroll in a curriculum-based activity that involves a district fundraising program; and

3. A program will not be created or continued that will require the allocation of district funds when program-specific resources are insufficient or exhausted.

Any fundraising program characterized as a "business enterprise" activity will satisfy the following criteria:

1. For these purposes, "business enterprise" will be defined as any non-Associated Student Body activity that sells goods or services for district-related purposes on an ongoing basis;

2. Such "business enterprises" will sell products or services that are appropriate for the program's education purposes and/or promote the effective, efficient, or safe management and operation of the district;

3. Such enterprises will not be created solely for commercial purposes;

4. Such enterprises will purchase inventory in accordance with applicable district policy and/or practices; and

5. A business enterprise program will not be created or continued that will require the allocation of district funds when program-specific resources are insufficient or exhausted.

Any fundraising program using donated personal items or services for an auction, sale, and/or raffle will satisfy the following criteria:

1. Donated items or services must be free from health and/or safety hazards;

2. Donated items or services must be given voluntarily by individuals or businesses; and

3. Appropriate solicitation on the part of students, parents or appropriate district personnel is permissible, but actions of students and parents cannot bind the district to any contractual obligations.

Any fundraising program that requires contracting with a third-party vendor or promoter will satisfy the following criteria:

1. The contract will further K-12 education and/or promote the effective, efficient, or safe management and operation of the district; and

2. The district will enter into contracts consistent with district policies and with appropriate authorization of the superintendent and designee.

Any fundraising program involving the production and/or sale of goods or services, such as a vocational education program, will satisfy the following criteria:

1. The superintendent and designee must authorize the sales of any goods produced and/or any services provided by the education program;

2. The proceeds from the sale will be used to enhance or to expand the education programs(s), as determined by the superintendent and designee

3. To the extent required, all goods produced or services provided from an educational program will be assigned to or owned by the district; and

4. Individual compensation for the sale of goods produced and/or for the services provided will not be permitted, except as authorized by the superintendent, in accordance with applicable laws, district procedures, and/or practice.

Any fundraising program selling surplus school personal property will satisfy the following criteria:

1. Such programs will not violate applicable state law or school policy governing the sale, lease, or rental of surplus and obsolete school personal property;

2. Such programs are permitted only as provided in RCW 28A.335.180; and

3. Such programs follow the district's policy for the disposal of surplus property, District Board Policy No 6881.

Any fundraising or donations from a program that uses crowdfunding must have District Office approval and will be considered district property if it has the following characteristics:

1. Gifts and donations are sought through a crowdfunding website by:
    a. The district, a district employee, or other volunteer or agent of the district; or
    b. Using the district's name, referencing the employee's position with the district even if the district is not named, or requested on behalf of district students; or
    c. District employees acting in their capacity as district employees, or the district's students.
2. Funding from a crowdsourced activity is identified as intended to benefit the district.
3. Private individuals may use crowdsourcing sites and donate items to the district. However, they may not use district resources while engaging in private crowdsourcing activities. Also, district employees acting as private individuals will not represent themselves as agents of the district.

Crowdfunding is the process of requesting a specific gift of donation to fund a specific purchase of project, typically through a website or social media designated for this purpose. Crowdfunding does not include requests for donations the district makes using the district's own website or social media.

Online fundraising sites may be used to solicit non-cash donations of supplies, materials, or equipment. These will be shipped directly to the school site or warehouse; be consistent with district standards; and become the property of the district. Donors Choose is an example of such site.

Any application for grant funding from any source must have approval using the PSD Donation/Grant Request Form. Donations are considered district property if the has the following characteristics:

1. Grants are sought by:
    a. The district, a district employee, or other volunteer or agent of the district; or
    b. Using the district's name, referencing the employee's position with the district even if the district is not named, or requested on behalf of district students; or

c. District employees acting in their capacity as district employees, or the district's students.

2. Grant funding is identified as intended to benefit the district.

Grant funding may be used to solicit non-cash donation of supplies, materials or equipment. These will be shipped directly to the school site or district facilities; be consistent with district standards; and become the property of the district.

Adoption Date: June 9, 2022
Revised: May 24, 2023

Coversheet

Pacific Clinic Pool Facility Usage Agreement

Section: VII. Action Items
Item: A. Pacific Clinic Pool Facility Usage Agreement
Purpose:
Submitted by:
Related Material:
Athletic Director Board Meeting Coversheet 10.14.2026.docx.pdf
Prosser_Pacific_Clinic_Pool_Facility_Usage_Agreement_2026-2027_Boys_Swim.pdf

Prosser School District
ATHLETICS & ACTIVITIES
Jackson Haak, Director
Telephone: 786-1224 ext. 2107
Jackson.Haak@prosserschools.org

TO:	**Board of Directors**
SUBJECT:	**Pacific Clinic Pool Facility Usage Agreement**
AGENDA:	**Approval for payment for The Pacific Clinic Pool**
DATE:	**Wednesday, October 14 2026**
PREPARED BY:	**Jackson Haak, Director of Athletics and Activities**

- I'm requesting board approval for our boys swim program to utilize Pacific Clinic Pool from November through February. The agreement provides two practices per week, access to three lanes, and locker room access. The total cost to the district is $180 plus tax. We will ensure all athletes and coaches follow Pacific Clinic policies and complete the required liability waiver.

- Transportation will be provided if district transportation is available if not athletes/coaches will use a district vehicle in order to get to the venue. Another mode of transportation will be written permission from legal guardians to transport themselves to the pool.

PROSSER SCHOOL DISTRICT ATHLETICS

PACIFIC CLINIC POOL FACILITY USAGE AGREEMENT

2026–2027 Boys Swim Season

To:	Prosser School Board of Directors
From:	Jackson S. Haak, District Athletic Director
Date:	October 5, 2026
Subject:	Request for Approval — Pacific Clinic Pool Facility Usage Agreement

Purpose

The Prosser School District Athletic Department is requesting approval to enter into a facility usage agreement with Pacific Clinic Pool for the 2026–2027 boys swim season. This agreement will provide the Prosser High School boys swim program with access to an appropriate pool facility for scheduled practices during the winter portion of the athletic season.

Facility Usage Agreement

The proposed agreement is for limited access to the Pacific Campus facility under the following terms:

Item	Agreement Details
Facility	Pacific Clinic Pool — Pacific Campus
Access Days	Tuesdays & Thursdays
Practice Time	7:00–9:00 p.m.
Pool Access	Pool 2 — Lanes 3, 4 & 5
Locker Room Access	30 minutes prior to and 30 minutes following practice
Start Date	Monday, November 16, 2026
End Date	Wednesday, February 17, 2027
Monthly Cost	$60 per month
Total Facility Fee	$180 + applicable tax

The facility has indicated that the agreement will be treated as three months of usage, covering the period from mid-November through mid-February.

Holiday Closures

The following dates are unavailable due to Pacific Clinic Pool's modified holiday hours:

- Thursday, November 26, 2026
- Thursday, December 24, 2026

- Thursday, December 31, 2026

Facility Access & Restrictions

The agreement provides the Prosser High School boys swim program with access to Pool 2, Lanes 3/4/5, as well as locker room access beginning 30 minutes before practice and continuing for 30 minutes after practice.

Because this is a limited-access facility use agreement, swimmers, coaches, assistants, and other participants who are not Pacific Clinic members will not have access to other areas of the facility.

All participants will be expected to remain within the areas specifically designated under the agreement.

Rules, Policies & Liability Waiver

All swimmers, coaches, and assistants participating in the program must follow all Pacific Clinic rules and facility policies.

Additionally, anyone entering the facility who is not already a Pacific Clinic member must complete the facility's required Waiver of Liability prior to participating.

The Athletic Department will communicate these requirements to the coaching staff and student-athletes and will work to ensure that all participants understand and follow the facility's expectations.

Financial Impact

Anticipated cost to the Prosser School District Athletic Department: $180 + applicable tax

This represents the three-month facility usage fee of $60 per month.

Request for Board Approval

The Prosser School District Athletic Department respectfully requests that the Prosser School Board of Directors approve the 2026–2027 Pacific Clinic Pool Limited Access Facility Use Agreement for the Prosser High School boys swim program.

Approval of this agreement will allow the boys swim program to utilize Pacific Clinic Pool for scheduled practices from November 16, 2026, through February 17, 2027, under the terms outlined above.

REQUESTED BOARD ACTION

Approve the Pacific Clinic Pool Limited Access Facility Use Agreement for the 2026–2027 Prosser High School boys swim season at a total anticipated cost of $180 plus applicable tax.

Coversheet

2026 Mother Daughter Dance

Section: VII. Action Items
Item: B. 2026 Mother Daughter Dance
Purpose:
Submitted by:
Related Material: 2026 Mother Daughter Dance.pdf
Consultant Service Agreement (3 Rivers DJ).pdf
invoice 117 (3 Rivers DJ).PDF

BOARD PACKET

TO: **Board of Directors**

SUBJECT: **2026 Mother Daughter Dance, Hosted by the class of 2028**

AGENDA: **(Action, Discussion, Information)**

DATE: **10-14-2026**

PREPARED BY: Jason Crook, 2028 ASB Officers

Background/Information:

I am seeking approval to hire the following contractor for the 2026 Mother Daughter Dance On October 10th 2026

DJ Service including lighting and sound: 3 Rivers DJ & Karaoke $650

All funds will come from the Class of 2028 ASB account

Recommendation:

The prospective vendor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment declared ineligible, or voluntarily excluded from participation in this transaction by any federal department agency.

Prosser School District No. 116
BUSINESS OFFICE
1203 Prosser Ave., Prosser, WA 99350
509-786-3323

CONSULTANT SERVICE AGREEMENT

Consultants are employed for a specific purpose and a limited period of time. They are not covered by industrial insurance nor receive any employee benefits of the district. Consultants normally have an IRS Identification Number.

The fee for consultants is to be a flat rate agreed upon and approved in advance by the department manager and the business manager. Reimbursement for expenses such as supplies, mileage, meals and lodging require prior approval. Receipts for expenses will be required when claim for payment of this agreement is submitted.

Submit claim for payment on the Consultant Claim for Services Rendered form. Claims submitted to the business office by the 10th of each month shall be paid on the last day of the month.

The full amount paid to the consultant by the district will be reported to the IRS on Form 1099. When filing a tax return it is the responsibility of the consultant to deduct from this full amount any expenses incurred.

Chris Knighten (3 Rivers DJ)
Name (Print or Type)

PO Box 6372 Kennewick, WA 99336
Address

The duties of this assignment are as follows – (Be specific – attach additional sheets if necessary)

Anticipated date of service: 10/10/26 Fee: $650 Estimated Expenses: _____

I have read the above stipulations of this agreement and accept the conditions:

Dated this day _____ 20 ____

_____
Consultant

_____
IRS Identification No. or Social Security No.

_____
Unified Business Identification No.

_____
Superintendent

_____
Business Manager

_____
Board Approval Date

_____
Budget Code

3 Rivers DJ

PO Box 6372 Kennewick, WA 99336
509-416-6670 chris@3riversdj.com

Quote # 117
Date: 9/24/2026

BILL TO
Prosser High Scool

FOR
Mother Daughter Dance
Class of 2028

ITEM DESCRIPTION	AMOUNT
DJ Service including Sound and Lighting	$650.00

Subtotal **$650.00**

Additional costs

TOTAL COST **$650.00**

Make all checks payable to 3 Rivers DJ

THANK YOU FOR YOUR BUSINESS!

Coversheet

FCA Club Name Change

Section: VII. Action Items
Item: C. FCA Club Name Change
Purpose:
Submitted by:
Related Material: Club Name Change Cover Sheet.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Club Name Change
AGENDA: Action
DATE: 10/14/2026
PREPARED BY: Mackenzie Lopez

Background/Information:

Fellowship of Christian Athletes (FCA) has been a student-led club on campus for the last four years. This group of students has remained strong in their attendance and commitment to this club, however, we have noticed that due to the name, this group seems exclusive to athletes and does not invite all students to join.

The FCA student leadership team composed of James Harvey, Gus Benson, Reagan Andrews and Amelia Chapman have met several times this school year and worked to develop a new name for this group that would be less exclusive to only athletes. Many club names were discussed, however, the group decided on the name “Mustang Fellowship.”

This name change was approved by PHS ASB on 9/22/26, and we were told we needed to next seek school board approval before we can officially declare the name changed.

The only aspect of this club that is changing is the name. This will remain a student-led Christian club on campus focused on growing in fellowship and faith together.

Recommendation:

Approve the name change of Fellowship of Christian Athletes to Mustang Fellowship.

Coversheet

PLC at Work Institute

Section: VII. Action Items
Item: D. PLC at Work Institute
Purpose:
Submitted by:
Related Material: PLC at Work Institute - Heights.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: PLC at Work Institute
AGENDA: Action Item
DATE: 10.14.26
PREPARED BY: Jodi Sabin

I am requesting School Board approval for a team from Prosser Heights Elementary to attend the PLC at Work Institute in San Antonio, Texas, November 16–18, 2026.

All costs will be paid from OSSI funds. No General Fund dollars will be used.

Why This Professional Learning Communities Institute?
Prosser Heights has been working to strengthen Professional Learning Communities (PLCs) across the school.
Our teachers use weekly collaborative time to:

- Create and use common assessments;
- Look at student work and assessment results;
- Determine which students need additional support;
- Plan extension for students who have already learned the material; and
- Improve teacher clarity about what students need to learn and how they will know they have learned it.

The goal of attending the PLC at Work Institute is to strengthen the work we are already doing, not to start another new initiative.

Evidence That Our PLC Work Is Moving our Student Achievement in the Right Direction
Prosser Heights SBA scores have continued to improve each year since 2020.

Our most recent data continues to show progress:

- Heights' overall statewide performance percentile increased from approximately 14th percentile in 2022–23 to 38th percentile in 2025–26.
- In 2025–26, approximately 44.9% of Heights students met or exceeded the state math standard, compared with approximately 34.1% districtwide.
- Heights continues to have areas for growth, particularly in ELA. This makes it important that we continue strengthening the systems that help teachers respond to student learning needs.

Financial Impact
General Fund Impact: $0
The PLC at Work Institute team registration rate is currently $769 per person for teams of five or more. Registration, travel, lodging, and other allowable expenses will be paid from available OSSI funds, subject to district procedures and OSPI requirements.

Requested Board Action
Approve a Prosser Heights Elementary team to attend the PLC at Work Institute in San Antonio, Texas, November 16–18, 2026, with all costs paid from OSSI funds and no General Fund dollars used.

Coversheet

Kitchen Modernization Project

Section: VII. Action Items
Item: E. Kitchen Modernization Project
Purpose:
Submitted by:
Related Material: 2026-10-12 Dishwasher.pdf

BOARD PACKET

TO: **Board of Directors**
SUBJECT: **Kitchen Modernization Project**
AGENDA: **ACTION**
DATE: **September 18, 2026**
PREPARED BY: **Shawn Cook, *Director of Finance and Operations***
Darlene Morrow, *Director of Food Services*

Background

The commercial dishwasher at Housel Middle School is approximately 30 years old and has been out of service since the spring. Repair costs are estimated at approximately $13,000, making replacement the most cost-effective long-term solution. During project planning, it was also determined that the kitchen oven has reached the end of its useful life and should be replaced at the same time to improve efficiency, reduce future maintenance costs, and minimize service disruptions.

Quotes were obtained from multiple vendors. After reviewing all proposals, staff recommend awarding the purchase and installation contract to Don's Restaurant Equipment in the amount of $73,656.67. Don's provided a competitive proposal, has successfully completed previous projects within the district, and offers local Washington-based service and support.

The project cost will be paid from the Capital Projects Fund. Replacement of major kitchen equipment is an eligible capital expenditure and supports the district's ongoing efforts to maintain essential food service infrastructure.

Quotes Received

Vendor	Dishwasher	Oven
Don	$62.137.82	$11,518.85
Central	$62,949.56	$11,126.96
Bargreen Ellingson	$67,071.65	N/A
Katom	N/A	$11,110.22
SRE	$68,136.07	N.A

Recommendation

It is recommended that the Board of Directors approve the purchase and installation of a replacement commercial dishwasher and oven for Housel Middle School from Don's Restaurant Equipment in the amount of $73,656.67, to be funded through the Capital Projects Fund.

Coversheet

Comprehensive Healthcare Service Agreement 2026-2028

Section: VII. Action Items
Item: F. Comprehensive Healthcare Service Agreement 2026-2028
Purpose:
Submitted by:
Related Material: Comprehensive Healthcare 2026-2028 - Action Item.pdf
Prosser School Dist Service Agreement (07.01.26-06.30.28).pdf

BOARD PACKET

TO: Board of Directors

SUBJECT: **Comprehensive Healthcare Service Agreement 2026-2028**

AGENDA: Action Item

DATE: October 14, 2026

PREPARED BY: Kevin Gilman, *Director of Grants, Assessment, and Elementary Programs*

Background:

The Prosser School District has a Comprehensive Healthcare mental health specialist working in our district with our students in grades three and up. This has been a very successful partnership over the past many years. Due to regulations, the specialist has been unable to serve students who were not covered by Medicaid.

We have now established a partnership where the specialist will be able to see students not covered under Medicaid and the district can pay the cost for the services with LAP HP funds. We are excited to offer this service to any student in need.

Recommendation:

It is recommended that the school board approve the service agreement between the Prosser School District and Comprehensive Healthcare.

SERVICE AGREEMENT

BETWEEN

COMPREHENSIVE HEALTHCARE AND
PROSSER SCHOOL DISTRICT PSD_FY 2026-2028

I. PARTIES

THIS AGREEMENT is entered into between PROSSER SCHOOL DISTRICT, herein the "SCHOOL DISTRICT", whose address is 1203 Prosser Ave, Prosser Washington, 99350, and COMPREHENSIVE HEALTHCARE, herein "Comprehensive", whose address is 402 S. 4th Ave, Yakima, Washington 98902.

II. WITNESSETH:

Whereas Comprehensive Healthcare and Prosser School District have previously entered into a Business Associate Agreement effective 4/29/21.

Whereas both parties desire to add to the current agreement in the form of this Service Agreement. The purpose of this Service Agreement is to increase the current service time provided as the School, by allowing for the addition of these agreed upon terms to add service to Commercially insured and uninsured Students. This Service Agreement does not change or impact our current Agreement which will remain effective until fully terminated by either party.

In consideration of the terms and conditions contained herein and the attached documents, which are made a part of this contract by this reference, the parties hereto agree as follows:

Comprehensive shall do all work and furnish all materials necessary for performing the work in accordance with the terms and conditions described below.

III. RECITALS

3.1 Except as otherwise provided in this Agreement, Comprehensive agrees to provide non emergency mental health and substance use disorder treatment and coordination of such services to students of the SCHOOL DISTRICT.

3.2 The extent of this treatment is limited by need, available funding, and available Comprehensive staffing levels. At the time of this agreement it is the intent of Comprehensive to make available mental health and substance use disorder treatment counselor time. Staffing levels may change at any time, and will be reviewed as part of the ongoing plan coordination.

3.3 Comprehensive staff will be available for consultation and assistance with urgent clinical consultation and situations while staff is on site and available.

3.4 SCHOOL DISTRICT will coordinate referrals with Comprehensive staff for mental health and substance use disorder assessment and therapy.

3.5 Under this Agreement, Comprehensive will be available to support and provide crisis interventions services to SCHOOL DISTRICT students when Comprehensive staff is on site. Comprehensive will assist SCHOOL DISTRICT in making referrals to appropriate and licensed agencies under RCW 71.05 & 1.34 and 71.24 Comprehensive staff will not replace the role of County mental health crisis system, and will not be available during non-business hours.

3.6 SCHOOL DISTRICT will work together with Comprehensive for case consultation and planning when appropriate

3.7 This Agreement is not intended to shift either party's responsibility to the other party under RCW. 26.44 requiring the mandatory reporting of cases to appropriate public authorities.

3.8 SCHOOL DISTRICT shall remain responsible for recognition, screening, and response to emotional or behavioral distress in its students as required by RCW 28A.320.127.

3.9 Comprehensive will attempt to engage patients for consent and participation in treatment whenever possible and appropriate. Youth over the age of 13 may receive treatment without parental consent.

3.10 Clinical services provided by Comprehensive under this Agreement shall include but not limited to assessments screening, case management, and individual and group therapy.

IV. TERM

4.1 The duration of this Agreement shall be from July 1, 2026 and shall end on June 30, 2028, unless otherwise terminated in accordance with Section 10.2 of this Agreement.

4.2 This Agreement may be renewed for any successive period by written addendum under terms and conditions acceptable to the SCHOOL DISTRICT and Comprehensive.

V. PROGRAM COORDINATION

5.1 General. Comprehensive in conjunction with SCHOOL DISTRICT shall provide non-emergency mental health and substance use disorder treatment and coordination services at the SCHOOL DISTRICT.

5.2 The SCHOOL DISTRICT will provide office and work space that reasonably ensures Comprehensive will maintain confidentiality in such a way as to comply with all state and federal requirements governing medical records management including, but not limited to, protecting patient confidentiality.

5.3 SCHOOL DISTRICT shall make available office facilities used in this agreement outside of school time-frames including evenings and during school breaks.

5.4 Tele-health. SCHOOL DISTRICT will provide a liaison at participating schools to be available on site in the event a student receiving services in real time needs in-person support or observation.

VI. CLINICAL SERVICES

6.1 Clinical. Comprehensive's staff will provide non-emergency mental health and substance use disorder clinical services to students. Only qualified staff will provide clinical services and will operate within their professional scope of practice.

6.2 Clinical Supervision. Comprehensive staff will provide clinical supervision of Comprehensive personnel providing services within SCHOOL DISTRICT.

6.3 Services may be provided face-to-face or via tele-health services to students.

VII. PROGRAM SUPPORT SERVICES

7.1 General. During the terms of this Agreement, Comprehensive and SCHOOL DISTRICT shall work together to provide support services to facilitate the scheduling of appointments with Comprehensive staff.

7.2 Supervision. Comprehensive staff shall be supervised by the designated Comprehensive supervisor.

XIII. MEDICAL RECORDS

8.1 General. During the term of this Agreement, Comprehensive shall maintain separate medical records.

8.2 Medical Records Management. Medical records will be managed in such a way as to comply with all state and federal requirements governing medical records management including, but not limited to, protecting patient confidentiality and the sharing of mental health and substance use disorder treatment records with SCHOOL DISTRICT. Health records shall only be released to SCHOOL DISTRICT staff in compliance with RCW 71.05.445, 42 C.F.R., Part II, and the Health Insurance Portability and Accountability Act of 1996 and its successors.

8.3 Health Records. All health records created or maintained by Comprehensive in the course of performing its duties for the SCHOOL DISTRICT shall be the property of Comprehensive. However, Comprehensive may only release such records to the SCHOOL DISTRICT provided that release of such records is in accordance with applicable state and federal laws and regulations, including but not limited to RCW 71.05.603 (2)G) and 45 C.F.R. Section 164.512(i). All health clinical records (screening, medication management notes, progress notes and others) created by Comprehensive in the course of performing its duties for the SCHOOL DISTRICT shall be maintained by Comprehensive in Comprehensive's own record management system. Any release of health information from these records shall be made in accordance with all applicable state and federal rules and regulations.

IX. FACILITIES & EQUIPMENT

9.1 General. The SCHOOL DISTRICT shall be responsible for and provide for facilities necessary to provide therapeutics services within SCHOOL DISTRICT facilities. These facilities shall include, but not limited to, offices, office furniture, fax machines, program rooms.

9.2 Offices. The SCHOOL DISTRICT shall supply and maintain offices and related equipment as determined by Comprehensive's Program Supervisor or designee and SCHOOL DISTRICT shall facilitate the efficient work of the Comprehensive service providers and to maintain confidentiality.

9.3 Tele-health. The SCHOOL DISTRICT will provide hardware to students with tele-conference capability. While students are on school property, the SCHOOL DISTRICT will

provide network/internet connectivity. Comprehensive will be responsible for hosting the web based conferencing application.

9.4 Safety and Security. SCHOOL DISTRICT will take all necessary and reasonable security measures to ensure the safety of Comprehensive staff providing services within the PASCO SCHOOL DISTRICT.

9.5 Cost. The SCHOOL DISTRICT shall provide facilities and equipment at no charge to Comprehensive.

X. MISCELLANEOUS PROVISIONS

10.1 Permits and Licenses. Comprehensive shall maintain all permits and licenses required by Federal, State or local laws, rules and regulations necessary for the implementation of the proposed work undertaken by Comprehensive. It is the responsibility of Comprehensive to have and maintain the appropriate certificates valid for work to be performed and valid for the jurisdiction in which the work is to be performed for all personnel working on the job for which a certificate is required.

10.2 Termination / Cancellation of Contract. Either party may terminate or cancel the contract without cause with a minimum of thirty (30) day's written notice. Termination or cancellation of the contract shall not relieve either party of any obligations for any deliverables entered into prior to the termination of the contract (i.e. reports, statements of accounts, etc., required and not received). Termination or cancellation of the contract will not relieve either party of any obligations or liabilities resulting from any acts committed by either party prior to the termination of the contract.

10.3 This Agreement may be terminated by either party for cause due to any material breach of this Agreement, so long as the non-breaching party has provided written notification to the breaching party of such material breach and the breaching party has failed to cure such breach within 30 days of the non-breaching parties notice.

10.4 No termination shall be effective until written notice of intent to terminate this Agreement stating the reasonable specificity the basis for the termination and identifying the sections of the Agreement that have been violated is mailed by certified mail, return receipt requested.

XI. COMPENSATION

11.1 All Comprehensive services will be billed to the patient's individual health insurance carrier. If no coverage is available, Comprehensive will attempt to facilitate coverage.

11.2 In cases where no other forms of compensation are available, Comprehensive may charge SCHOOL DISTRICT to a cap of $ 15,000 for the 26-28 school year, posted commercial rates of $155.00 per hour for services authorized by SCHOOL DISTRICT with this understanding. An Administration fee of 18.30% will be added to all invoices.

11.3 Billing will occur monthly by the 10th of the month following services.

11.4 Independent Contractor. Each party shall perform its duties hereunder as an independent contractor and not as an employee. Neither the SCHOOL DISTRICT nor any agent or employee of the SCHOOL DISTRICT shall be deemed to be an agent or employee of Comprehensive, nor shall any agent or employee of Comprehensive shall be deemed to be an agent or employee of the SCHOOL DISTRICT. Comprehensive shall pay, when due, all required employment taxes and income tax withholding including all Federal and State income tax and local head tax on any monies paid pursuant to this agreement. Neither the SCHOOL DISTRICT nor Comprehensive shall have authorization, express- or implied to bind the other to any agreements, liability nor did understanding except as expressly set forth herein.

XII. INDEMNIFICATION AND INSURANCE

12.1 The SCHOOL DISTRICT agrees to indemnify, defend; and hold Comprehensive and its officials, officers, employees, and agents harmless from and against any and all suits, actions, claims, liability, damages, judgments, costs and expenses including reasonable attorney's fees that result from or arise out of the sole negligent acts or omissions of the SCHOOL DISTRICT, its elected officials, officers, employees, or agents in connection with or incidental to the performance or non-performance of the SCHOOL DISTRICT's services, duties, and obligations under this Agreement.

12.2 Comprehensive agrees to indemnify, defend, and hold the SCHOOL DISTRICT, its elected officials, officers, employees, and agents harmless from and against any and all suits, actions, claims, liability, damages, judgments, costs and expenses including reasonable attorney's fees and also including without limitation any other claims related to the services for which Comprehensive is responsible for providing under the terms of this Agreement or that result from or arise out of the sole negligent acts or omissions of Comprehensive, its officials, officers, employees, and agents in connection with or incidental to the performance or non-performance of the Comprehensive services, duties, and obligations under this Agreement.

12.3 In the event that officials, officers, agents, and/or employees of both the SCHOOL DISTRICT and Comprehensive are held liable, each party shall be liable in proportion to its share of fault in any resulting suits, actions, claims, liability, damages, judgments, costs and expenses (including reasonable attorney's fees).

12.4 Nothing contained in this Section or this Agreement shall be construed to create a right of indemnification in any third party.

12.5 The SCHOOL DISTRICT and Comprehensive hereby waive, as to each other only, their immunity from suit under industrial insurance, Title 51 RCW. This waiver of immunity was mutually negotiated by the parties hereto.

12.6 General Commercial and Professional Liability Insurance. Comprehensive covenants that, during the term of this Agreement, Comprehensive shall promptly notify the SCHOOL DISTRICT of each and every claim of professional negligence or malpractice that may be made against Comprehensive. During the term of this agreement, Comprehensive shall maintain claims based general liability insurance in the amount of at least $1 million per occurrence specifically covering all responsibilities assumed under this agreement. In addition, Comprehensive shall maintain professional liability insurance in the amount of at least $3 million dollars per occurrence which specifically covers all responsibilities assumed under this agreement. Such insurance shall cover SCHOOL DISTRICT its officials, employees, agents and volunteers as additional insured. Comprehensive shall provide the SCHOOL DISTRICT with a certificate of insurance and proper written endorsements of the policy that fully effectuate and reflect the terms of this agreement.

IN WITNESS WHEREOF, the undersigned duly authorized officers have subscribed their names on behalf of Comprehensive and the Prosser School District.

Comprehensive:
Comprehensive Healthcare
402 4th Ave.
Yakima, WA 98902

_____ _____
Jodi Daly, CEO DATE

PROSSER SCHOOL DISTRICT:
1203 Prosser Ave
Prosser Washington, 99350

_____
Superintendent DATE

Coversheet

Emergency Certificate

Section: VII. Action Items
Item: G. Emergency Certificate
Purpose:
Submitted by:
Related Material: Emergency Certificate Coversheet - October 2026.pdf

BOARD PACKET

TO: **Board of Directors**
SUBJECT: **Emergency Certificate**
AGENDA: **Action Item**
DATE: **October 14, 2026**
PREPARED BY: Kevin Gilman, *Director of Grants, Assessments, and Elementary Programs*

Background

The district has hired the following teacher who holds an emergency certificate.

Miguel Perez	HMS	ELA Teacher

Recommendation

Approve the placement of the Emergency Certificate teacher in the assignment listed above.

Coversheet

Out of Endorsement

Section: VII. Action Items
Item: H. Out of Endorsement
Purpose:
Submitted by:
Related Material: Out of Endorsement October 2026 - Coversheet.pdf

BOARD PACKET

TO: **Board of Directors**
SUBJECT: **Out of Endorsement**
AGENDA: Action Item
DATE: October 14, 2026
PREPARED BY: *Kevin Gilman, Director of Assessments, Grants, and Elementary Programs*

Background:

The following teacher has a teaching assignment in our district that does not match their current certification.

Kendra Veloz	KRV	Life Skills

Recommendation:

Approval of the Temporary Out of Endorsement for Kendra Veloz.

Coversheet

Vouchers and Payroll

Section: VII. Action Items
Item: I. Vouchers and Payroll
Purpose: Vote
Submitted by:
Related Material: OCTOBER 14, 2026-PAYROLL.pdf
GF VOUCHERS 10_14_2026.pdf
ASB VOUCHERS 10_14_2026.pdf
CP VOUCHERS 10_14_2026.pdf

Prosser School District No. 116
1203 Prosser Ave
PROSSER, WA 99350

PHONE: (509) 786-3323 FAX: (509) 786-2062
Website: prosserschools.org

Board Date October 14, 2026
Pay Date September 30, 2026

As of October 14, 2026, the board, by a _____ vote, does approve for payment those Payroll Warrants, Direct Deposits, Accounts Payable Warrants, Payroll Taxes, and Electronic Fund Transfers included in the following list:

Payroll Warrants Total: $7,552.42 Warrant Numbers: 257256-257260

Direct Deposit Total: $1,727,553.35 Direct Deposit Numbers: 900084389-900084768

Accounts Payable Warrant Total: $689,468.88 Warrant Numbers: 257261-257291

Payroll Taxes and Electronic Fund Transfers: $1,045,591.49

Approved total payroll in the amount of $3,376,509.13 (Gross Payroll+Benefits)

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Provision is made for the adjusting of employee and employer benefits as necessary.

I, the undersigned, do hereby certify that the services have been rendered or the labor performed as described, are just, due, and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim.

_____
Business Manager Date

11 GF WARRANTS PAYABLE

PAYEE	DATE ISSUED	WARRANT NUMBER	FND	AMOUNT	MICR NUMBER	DATE REDEEMED	DATE REGISTERED	INTEREST
FUND TOTALS								
Total 116 001 General Fund				595,652.23				
Total 116				595,652.23				
Total All Funds				595,652.23				
**********								
AFLAC	09/30/2026	914111	001	1,760.25	257261			
AMERICAN FIDELITY ASSURANCE	09/30/2026	914112	001	25.00	257262			
AMERICAN FUNDS SERVICE COMPANY	09/30/2026	914113	001	2,363.06	257263			
BOYS & GIRLS CLUB	09/30/2026	914114	001	40.00	257264			
DANIEL H. BRUNNER	09/30/2026	914115	001	2,217.00	257265			
DEPARTMENT OF RETIREMENT SYST.	09/30/2026	914116	001	4,507.01	257266			
EMPLOYMENT SECURITY DEPT	09/30/2026	914117	001	27,927.50	257267			
EMPLOYMENT SECURITY DEPT - WA CARES	09/30/2026	914118	001	13,621.75	257268			
ESD 123 WORKER'S	09/30/2026	914119	001	19,573.24	257269			
ESD 123 POOL ACCT	09/30/2026	914120	001	3,619.26	257270			
ESPP LOCAL	09/30/2026	914121	001	7.00	257271			
EVERGREEN FINANCIAL SERVICES	09/30/2026	914122	001	2,992.67	257272			
FIDUCIARY TRUST CO OF NH	09/30/2026	914123	001	915.00	257273			
HCA-SEBB BENEFITS	09/30/2026	914124	001	483,725.00	257274			
HCA-SEBB FLEX SPEND	09/30/2026	914125	001	823.22	257275			
CHAPTER 13 TRUSTEE	09/30/2026	914126	001	823.00	257276			
MATRIX TRUST COMPANY	09/30/2026	914127	001	350.00	257277			
MUSTANGS FOR MUSTANGS	09/30/2026	914128	001	690.00	257278			
NEW YORK LIFE INS. & ANNUITY C	09/30/2026	914129	001	866.67	257279			
OFFICE OF FINANCIAL RECOVERY	09/30/2026	914130	001	250.00	257280			
PROSSER CHP PSE	09/30/2026	914131	001	202.00	257281			
PROSSER CHP PAEOP	09/30/2026	914132	001	13.00	257282			
Page Total				567,311.63				

11 GF WARRANTS PAYABLE

PAYEE	DATE ISSUED	WARRANT NUMBER	FND	AMOUNT	MICR NUMBER	DATE REDEEMED	DATE REGISTERED	INTEREST
PROSSER EDUC ASSN SCHOLARSHIP	09/30/2026	914133	001	93.16	257283			
PUB SCH EMP OF WA	09/30/2026	914134	001	5,708.87	257284			
SECURITY BENEFITS	09/30/2026	914135	001	2,708.33	257285			
THE STANDARD INSURANCE COMPANY	09/30/2026	914136	001	4,085.89	257286			
UGN	09/30/2026	914137	001	5.00	257287			
WA ST SCHOOL REIREE'S ASSN.	09/30/2026	914138	001	42.00	257288			
WEA APA TRUST (ESPP DUES)	09/30/2026	914139	001	535.22	257289			
WEA PAYROLL DEDUCTIONS (SEC DUES)	09/30/2026	914140	001	897.66	257290			
WEA- PAYROLL DEDUCTIONS (PEA DUES)	09/30/2026	914141	001	14,264.47	257291			
	Page Total			28,340.60				
	Subtotal			595,652.23				
	GRAND TOTAL			595,652.23				

********** End of report **********

Check Date 09/30/2026

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Deduction	S0137	CHILD SUPP-WASH STATE SUPPORT	10 A 240 0000 00 0000 0000 0	868.00
Deduction	R10	Adjustments - No Vendor	10 L 610 0000 00 0000 0000 0	156.64
Deduction	H0123	Inspirus Credit Union	10 L 610 0000 00 0000 0000 0	0.00
Deduction	Dper	Deduction Percentage	10 L 610 0000 00 0000 0000 0	0.00
Deduction	A7119	ROTH-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	8,750.00
Deduction	A5189	DEFERRED COMP-VALIC	10 A 240 0000 00 0000 0000 0	3,125.00
Deduction	A1119	ANNUITY-WEA/APA TRUST FUND	10 A 240 0000 00 0000 0000 0	8,163.33
Deduction	1ReT3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	83,403.41
Deduction	1ReT2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	47,388.55
Deduction	1ReT1	TRS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReT0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReRA	SERS Adj	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReP3	PERS Plan 3	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReP2	PERS Plan 2	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReP1	PERS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReP0	PERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1ReE3	SERS Plan 3	10 A 240 0000 00 0000 0000 0	15,904.22
Deduction	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	24,284.08
Deduction	1ReE0	SERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Deduction	1Med	Medicare	10 A 240 0000 00 0000 0000 0	35,128.30
Deduction	1fwad	FED W/H ADJ	10 A 240 0000 00 0000 0000 0	300.00
Deduction	1FIT+	FIT Additional Amount	10 A 240 0000 00 0000 0000 0	15,165.56
Deduction	1FIT%	FIT Add Percentage	10 A 240 0000 00 0000 0000 0	15.48
Deduction	1FIT	Federal Income Tax	10 A 240 0000 00 0000 0000 0	211,114.74
Deduction	1FIC	FICA	10 A 240 0000 00 0000 0000 0	150,203.44
Benefit	V2160	VEBA I-VEBA TRUST	10 A 240 0000 00 0000 0000 0	74,340.00
Benefit	1ReT3	TRS Plan 3	10 A 240 0000 00 0000 0000 0	90,559.88
Benefit	1ReT2	TRS Plan 2	10 A 240 0000 00 0000 0000 0	48,645.60
Benefit	1ReT1	TRS Plan 1	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1ReT0	TRS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1ReE3	SERS Plan 3	10 A 240 0000 00 0000 0000 0	17,908.90
Benefit	1ReE2	SERS Plan 2	10 A 240 0000 00 0000 0000 0	24,991.26

Powered by BoardOnTrack

Check Date 09/30/2026

This payroll contains Deduction/Benefit/Bank Codes for which the update process will not generate Accounts Payable Invoices.
The following Deduction/Benefit/Bank Codes have no associated vendor:

CODE TYPE	CODE	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
Benefit	1ReE0	SERS Plan 0	10 A 240 0000 00 0000 0000 0	0.00
Benefit	1Med	Medicare	10 A 240 0000 00 0000 0000 0	35,128.30
Benefit	1FIC	FICA	10 A 240 0000 00 0000 0000 0	150,203.44

Number Of Records 35 1,045,748.13

********** End of report **********

Powered by BoardOnTrack

Prosser School District - Regular Board Meeting - Agenda - Wednesday October 14, 2026 at 6:00 PM

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 14, 2026, the board, by a _____ vote, approves payments, totaling $482,022.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 914147 through 914222, totaling $482,022.69

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
914147	ALONZO, JESSICA D	10/16/2026	5.92
914148	ALSCO AMERICAN LINEN	10/16/2026	284.94
914149	Vendor Continued Check	10/16/2026	0.00
914150	Vendor Continued Check	10/16/2026	0.00
914151	AMAZON CAPITAL SERVICES	10/16/2026	8,727.13
914152	AMERICAN READING COMPANY	10/16/2026	11,957.00
914153	APOLLO	10/16/2026	63.42
914154	APS INC	10/16/2026	68.42
914155	AUDIOLOGY TECHNOLOGY INC	10/16/2026	151.96
914156	BAZE, SHELLY R	10/16/2026	86.00
914157	BENTON COUNTY PUD	10/16/2026	38,792.00
914158	BRYSON SALES & SERVICE	10/16/2026	713.06
914159	CAMPOS, RAMON	10/16/2026	68.00
914160	CANON FINANCIAL SERVICES, INC	10/16/2026	6,982.47
914161	CAROLINA BIOLOGICAL SUPPLY CO	10/16/2026	796.84
914162	CASCADE NATURAL GAS CORP	10/16/2026	4,358.42
914163	CHARLIE'S PRODUCE	10/16/2026	168.00
914164	CINTAS CORPORATION	10/16/2026	578.16
914165	CITY OF PROSSER	10/16/2026	29,044.75
914166	CLASS 5	10/16/2026	5,083.54
914167	CLIFF'S SEPTIC TANK SERVICE	10/16/2026	2,517.42
914168	COLUMBIA BASIN COLLEGE	10/16/2026	22,347.34
914169	CUMMINS SALES AND SERVICE	10/16/2026	1,810.73
914170	DAY WIRELESS SYSTEMS	10/16/2026	322.57
914171	DOTY, RACHELLE	10/16/2026	79.50
914172	ESD #105	10/16/2026	10,625.62
914173	ESD #123	10/16/2026	10,865.94
914174	FAMILY, CAREER & COMMUNITY LEA	10/16/2026	570.00
914175	FOLLETT SOFTWARE	10/16/2026	13,846.16
914176	HAPPY SLP LLC	10/16/2026	2,100.00
914177	Vendor Continued Check	10/16/2026	0.00
914178	COOK'S ACE HARDWARE	10/16/2026	1,700.22
914179	HARTSFIELD, JENNIFER	10/16/2026	285.00

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 914147 through 914222 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager _____ Date 10.8.2026

Check Nbr	Vendor Name	Check Date	Check Amount
914180	JAMESTOWN NETWORKS	10/16/2026	4,562.29
914181	JOHNSTON, CYNTHIA	10/16/2026	85.00
914182	JOSTENS	10/16/2026	25.82
914183	LEP-RE-KON MARTS INC	10/16/2026	313.70
914184	LUCAS, MARY A	10/16/2026	86.00
914185	MCGRAW HILL SCHOOL EDUCATION	10/16/2026	111.10
914186	MID VALLEY LEAGUE	10/16/2026	250.00
914187	MILNE ENTERPRISES INC.	10/16/2026	588.80
914188	MONTANARO, LAURA J	10/16/2026	114.53
914189	NCS PEARSON INC	10/16/2026	370.89
914190	O'REILLY AUTO PARTS	10/16/2026	49.87
914191	OXARC INC	10/16/2026	2,360.14
914192	PACIFIC OFFICE AUTOMATION	10/16/2026	146.75
914193	PACIFIC SUPPORT SYSTEMS INC	10/16/2026	532.63
914194	PRIDE PUBLISHING LLC	10/16/2026	1,817.90
914195	PROJECT LEAD THE WAY INC	10/16/2026	3,357.20
914196	PROSSER NAPA	10/16/2026	359.31
914197	PROSSER SCHOOL DIST #116	10/16/2026	799.38
914198	RIVER RIDGE VISION SERVICES	10/16/2026	4,785.00
914199	ROSETTA STONE LTD	10/16/2026	1,350.00
914200	ROWLEY AND HAWKINS FRUIT FARMS	10/16/2026	2,000.00
914201	SCHNELLBACH, JOANN	10/16/2026	330.46
914202	SCHOOL DATA SOLUTIONS, INC	10/16/2026	8,882.27
914203	SIX ROBBLEES INC	10/16/2026	788.71
914204	SPECK CHEVROLET OF PROSSER	10/16/2026	529.44
914205	SPOKANE PRODUCE INC	10/16/2026	893.09
914206	Vendor Continued Check	10/16/2026	0.00
914207	SPRINGBROOK FARMS	10/16/2026	9,187.46
914208	STRUCTURED COMMUNICATION SYSTE	10/16/2026	41,605.62
914209	SUNNYSIDE SCHOOL DIST 201	10/16/2026	8,617.00
914210	T-MOBILE	10/16/2026	800.00
914211	THINKING MAPS, INC	10/16/2026	10,361.50
914212	TK ELEVATOR CORPORATION	10/16/2026	3,476.19
914213	Vendor Continued Check	10/16/2026	0.00
914214	Vendor Continued Check	10/16/2026	0.00
914215	US FOODS - SPOKANE	10/16/2026	59,534.25
914216	USIP	10/16/2026	87,742.13
914217	VALLEY WIDE COOPERATIVE	10/16/2026	43,041.09
914218	VICTOR OCHOA	10/16/2026	5,150.00
914219	WASTE MANAGEMENT OF KENNEWICK	10/16/2026	453.64
914220	WIAA	10/16/2026	822.21
914221	WSIPC	10/16/2026	390.79
914222	YAKIMA WORKER CARE	10/16/2026	350.00
76	Computer Check(s) For a Total of		482,022.69

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
914147	ALONZO, JESSICA D	10/16/2026	09012026	MILEAGE REIMBURSEMENT	0	5.92	5.92
10 E 530 9800 44 8580 0750 0000 0000 0	General Fund/Expenditures/Food Service					5.92	
914148	ALSCO AMERICAN LINEN	10/16/2026	LSPO2961006	MAINTENANCE BUSES CLEANING SERVICE	0	142.47	284.94
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					142.47	
			LSPO2962798	MAINTENANCE BUSES CLEANING SERVICE	0	142.47	
10 E 530 9900 53 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					142.47	
914149	Vendor Continued Void	10/16/2026					0.00
914150	Vendor Continued Void	10/16/2026					0.00
914151	AMAZON CAPITAL SERVICES	10/16/2026	1174-YKPW-FDKW	Personal care and office supplies	6302600009	238.65	8,727.13
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					238.65	
			136K-CNC7-GMCM	STEM Headphones	4562600014	67.83	
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					67.83	
			16T7-P9J9-J1JL	Vision supplies for students 135917, 137286	6302600003	54.74	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					54.74	
			16YJ-JC64-CJJ4	Sensory items, classroom supplies, office supplies	6302600008	80.36	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					80.36	
			17H9-9CHK-K93J	Supplies for Elementary Schools	7402600001	148.40	
10 E 530 9700 63 5610 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					49.46	
10 E 530 9700 63 5610 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					49.46	
10 E 530 9700 63 5610 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					49.48	
			1C9R-63WH-9Y6J	SUPPLIES	7502600000	166.89	
10 E 530 9800 41 5610 0750 0000 0000 0	General Fund/Expenditures/Food Service					166.89	
			1CQY-XL9M-NJQQ	Health Science Supplies	4562600017	-0.25	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					-0.25	
			1CQY-XL9M-NJRN	Health Science Supplies	4562600017	-6.52	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					-6.52	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1CTX-6PXY-PGLM	Health Science Supplies	4562600017	360.50	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					360.50	
			1F9N-4MX9-1LM3	HEIGHTS BTC CLASSROOM IMPLEMENTATION SUPPORT TITLE I	6002600012	3,377.63	
10 E 530 5100 27 5610 1300 0000 0000 0	General Fund/Expenditures/Title I Part A					3,377.63	
			1FYH-LQPQ-3344	Supplies for Elementary Schools	7402600001	21.20	
10 E 530 9700 63 5610 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					7.07	
10 E 530 9700 63 5610 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					7.07	
10 E 530 9700 63 5610 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					7.06	
			1G47-RTP7-644X	Health Science Supplies	4562600009	157.98	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					157.98	
			1G9F-R3JD-MWTG	DRIVE MOTOR CONTROLLER-FOOD SERVICE	7502600001	55.98	
10 E 530 9800 44 5610 0750 0000 0000 0	General Fund/Expenditures/Food Service					55.98	
			1HWY-PYTF-4YVQ	Health Science Supplies	4562600017	-0.08	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					-0.08	
			1JRH-DVWC-RCKD	ink for new staff per MOU & ink for Schroeder/Funk office	4502600002	439.64	
10 E 530 0100 24 5610 4500 0000 0000 0	General Fund/Expenditures/Basic Education					166.54	
10 E 530 0100 27 5611 4500 0000 0000 1	General Fund/Expenditures/Basic Education					273.10	
			1KKM-VFVL-Q4QM	Health Science Supplies	4562600017	-0.72	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					-0.72	
			1MK9-6MTR-H9CH	Floral Supplies	4562600013	123.90	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					123.90	
			1MPQ-RKPG-1HHD	Health Science Supplies	4562600009	1,294.84	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					1,294.84	
			1PM9-YHHN-K6YY	Adaptive supplies	6302600010	91.05	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					91.05	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1PT4-XPW1-V6DW	Network Diagnostic Tool	7602600015	432.59	
10 E 530 9730 72 5610 0760 0000 0000 0	General Fund/Expenditures/Tech Coordinator - Office					432.59	
			1PV7-W76D-H1L1	SUPPLIES	7502600000	73.15	
10 E 530 9800 41 5610 0750 0000 0000 0	General Fund/Expenditures/Food Service					73.15	
			1QHF-NWLF-4HV9	Supplies for Elementary Schools	7402600001	303.60	
10 E 530 9700 63 5610 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					101.19	
10 E 530 9700 63 5610 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					101.19	
10 E 530 9700 63 5610 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					101.22	
			1QM3-647C-V9K7	Ethernet extender/adapter	7402600012	22.80	
10 E 530 9700 61 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					22.80	
			1TLT-KVJ3-PN69	BAM Mice	4562600012	430.79	
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					430.79	
			1VQV-YLR4-NLQJ	Somfy DecoFlex Wirefree RTS Wall Switch - 2 Channel - Pure White Tone - Control RTS Shades, Blinds, Curtains - Battery Pre-Installed, Button Labels, & Mount Included	7402600009	189.08	
10 E 530 9700 64 5610 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					189.08	
			1WN4-6RMM-199F	Office Printer Toner	1102600001	296.22	
10 E 530 0100 23 5610 1100 0000 0000 0	General Fund/Expenditures/Basic Education					296.22	
			1X6G-H3N4-P3LP	Vision supplies for students 135917, 137286	6302600003	37.37	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					37.37	
			1XGX-CDRJ-NR7C	Health Science Supplies	4562600017	52.13	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					52.13	
			1YQT-WJCV-FP4Q	HEIGHTS BTC CLASSROOM	6002600013	217.38	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				IMPLEMENTATION SUPPORT TITLE I			
	10 E 530 5100 27 5610 1300 0000 0000 0	General Fund/Expenditures/Title I Part A				217.38	
914152	AMERICAN READING COMPANY	10/16/2026	000239624	2026-2027 MS DIGITAL RENEWAL PROPOSAL 00263031	6002600010	11,957.00	11,957.00
	10 E 530 6500 27 5610 0600 0000 0000 0	General Fund/Expenditures/State Trans Bilingual				2,989.25	
	10 E 530 0100 27 5610 0600 0000 0000 0	General Fund/Expenditures/Basic Education				8,967.75	
914153	APOLLO	10/16/2026	940074543.1	BUILDING MAINTENANCE AT HGTS	0	63.42	63.42
	10 E 530 9700 64 7340 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support				63.42	
914154	APS INC	10/16/2026	100365	SEALING SOLUTION FOR MAIL MACHINE AT DO	0	68.42	68.42
	10 E 530 9700 13 5610 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support				68.42	
914155	AUDIOLOGY TECHNOLOGY INC	10/16/2026	1891	Audiometer parts	6402600000	151.96	151.96
	10 E 530 0100 26 5610 0640 0000 0000 0	General Fund/Expenditures/Basic Education				151.96	
914156	BAZE, SHELLY R	10/16/2026	09262026	REIMBURSEMENT FOR PER DIEM FOR BAND TRIP TO LEAVENSWORTH 09/26/2026	0	86.00	86.00
	10 E 530 9900 52 8580 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation				86.00	
914157	BENTON COUNTY PUD	10/16/2026	97731033- 10-2026	MONTHLY INVOICE	0	38,730.66	38,792.00
	10 E 530 9700 65 7622 0550 0000 0000 0	General Fund/Expenditures/District-Wide Support				1,209.02	
	10 E 530 9700 65 7622 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support				3,303.96	
	10 E 530 9700 65 7622 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support				379.15	
	10 E 530 9700 65 7622 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				179.24	
	10 E 530 9700 65 7622 0920 0000 0000 0	General Fund/Expenditures/District-Wide Support				17.98	
	10 E 530 9700 65 7622 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support				2,309.94	
	10 E 530 9700 65 7622 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support				3,061.50	
	10 E 530 9700 65 7622 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support				4,454.80	
	10 E 530 9700 65 7622 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support				7,974.11	
	10 E 530 9700 65 7622 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support				15,840.96	
			97731035-OCT 2026	MONTHLY INVOICE	0	26.15	
	10 E 530 9700 65 7410 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				26.15	
			97731038-OCT 2026	MONTHLY INVOICE	0	35.19	
	10 E 530 9700 65 7410 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				35.19	
914158	BRYSON SALES & SERVICE	10/16/2026	400-12732	MAINTENANCE BUSES PARTS	0	70.01	713.06

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					70.01	
			400-12735	MAINTENANCE BUSES PARTS	0	643.05	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					643.05	
914159	CAMPOS, RAMON	10/16/2026	09102026	REIMBURSEMENT FOR PER DIEM TRIP TO CAMP DUDLEY 9/10/26	0	68.00	68.00
10 E 530 9900 52 8580 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					68.00	
914160	CANON FINANCIAL SERVICES, INC	10/16/2026	43934891	MONTHLY INVOICE	0	6,982.47	6,982.47
10 E 530 9700 73 7290 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					608.28	
10 E 530 9700 73 7290 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					956.69	
10 E 530 9700 73 7290 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					1,017.83	
10 E 530 9700 73 7290 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					1,412.18	
10 E 530 9700 73 7290 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					1,791.18	
10 E 530 3151 21 7290 4500 0000 0000 0	General Fund/Expenditures/Voc Director					218.56	
10 E 530 2100 21 7290 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					294.91	
10 E 530 9700 13 7290 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					187.96	
10 E 530 0100 21 7290 0600 0000 0000 0	General Fund/Expenditures/Basic Education					117.70	
10 E 530 9730 72 7290 0760 0000 0000 0	General Fund/Expenditures/Tech Coordinator - Office					117.70	
10 E 530 9900 51 7290 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					141.78	
10 E 530 5320 24 7290 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					117.70	
914161	CAROLINA BIOLOGICAL SUPPLY CO	10/16/2026	53537346 RI	Health Science Supplies	4562500055	796.84	796.84
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					796.84	
914162	CASCADE NATURAL GAS CORP	10/16/2026	OCTOBER	MONTHLY INVOICE	0	4,358.42	4,358.42
10 E 530 9700 65 7621 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					63.62	
10 E 530 9700 65 7621 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					492.41	
10 E 530 9700 65 7621 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
10 E 530 9700 65 7621 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					381.09	
10 E 530 9700 65 7621 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					664.39	
10 E 530 9700 65 7621 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					192.78	
10 E 530 9700 65 7621 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,537.00	
10 E 530 9700 65 7621 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					27.13	
10 E 530 9700 65 7621 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					0.00	
914163	CHARLIE'S PRODUCE	10/16/2026	102178426	FOOD MINI SWEET PEPPERS	0	168.00	168.00
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					168.00	
914164	CINTAS CORPORATION	10/16/2026	5361263703	FOOD SERVICE OPERATIONS CABINET ORGANIZED	0	337.02	578.16
10 E 530 9800 44 7340 0750 0000 0000 0	General Fund/Expenditures/Food Service					337.02	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			5361263705	BUILDING MAINTENANCE CABINET ORGAINZED	0	241.14	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					241.14	
914165	CITY OF PROSSER	10/16/2026	OCTOBER 2026	MONTHLY INVOICE	0	29,044.75	29,044.75
10 E 530 9700 65 7410 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					880.84	
10 E 530 9700 65 7410 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					109.57	
10 E 530 9700 65 7410 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					1,950.90	
10 E 530 9700 65 7410 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					665.93	
10 E 530 9700 65 7410 0550 0000 0000 0	General Fund/Expenditures/District-Wide Support					278.39	
10 E 530 9700 65 7410 0550 0000 0000 0	General Fund/Expenditures/District-Wide Support					4.07	
10 E 530 9700 65 7410 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					228.76	
10 E 530 9700 65 7410 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					4,620.79	
10 E 530 9700 65 7410 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					607.63	
10 E 530 9700 65 7410 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					791.48	
10 E 530 9700 65 7410 0550 0000 0000 0	General Fund/Expenditures/District-Wide Support					86.52	
10 E 530 9700 65 7410 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					3,747.00	
10 E 530 9700 65 7410 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					727.46	
10 E 530 9700 65 7410 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					999.07	
10 E 530 9700 65 7410 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					4,571.04	
10 E 530 9700 65 7410 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					3.57	
10 E 530 9700 65 7410 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,258.18	
10 E 530 9700 65 7410 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					1,466.39	
10 E 530 9700 65 7410 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					5,223.29	
10 E 530 9700 65 7410 0930 0000 0000 0	General Fund/Expenditures/District-Wide Support					-200.32	
10 E 530 9700 65 7410 0930 0000 0000 0	General Fund/Expenditures/District-Wide Support					6.60	
10 E 530 9700 65 7410 0930 0000 0000 0	General Fund/Expenditures/District-Wide Support					17.59	
914166	CLASS 5	10/16/2026	11271	CLASS 5 PHONE MONTHLY INVOICE	7202600001	5,083.54	5,083.54
10 E 530 9700 65 7352 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					5,083.54	
914167	CLIFF'S SEPTIC TANK SERVICE	10/16/2026	251682	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	165.00	2,517.42
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					165.00	
			254420	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	717.42	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					717.42	
			254506	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	150.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					150.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			254507	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	255.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					255.00	
			254508	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	150.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					150.00	
			254509	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	150.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					150.00	
			254846	PORTA POTTIES FOR ATHLETICS 26/27 SCHOOL YEAR NTE $5000	4502600001	360.00	
10 E 530 0100 28 7340 4500 0000 0000 1	General Fund/Expenditures/Basic Education					360.00	
			254947	cliff septic open p.o	2432600000	570.00	
10 E 530 0100 28 5610 2400 0000 0000 1	General Fund/Expenditures/Basic Education					570.00	
914168	COLUMBIA BASIN COLLEGE	10/16/2026	MSC-000052002	RUNNING START FOR 08-2026	0	22,347.34	22,347.34
10 E 530 0179 27 7340 0720 0000 0000 0	General Fund/Expenditures/Running Start					19,269.14	
10 E 530 3151 27 7340 4500 0000 0000 0	General Fund/Expenditures/Voc Director					3,078.20	
914169	CUMMINS SALES AND SERVICE	10/16/2026	09-260869397	MAINTENANCE BUSES RIBBED BELT FOR BUS #12	0	145.60	1,810.73
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					145.60	
			09-260869400	MAINTENANCE BUSES PARTS TURBO HE300VG ISL	0	-660.36	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					-660.36	
			09-260869437	MAINTENANCE BUSES RIBBED BELT BUS #29	0	246.90	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					246.90	
			13-260948886	MAINTENANCE BUSES PARTS	0	1,603.37	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					1,603.37	
			13-260948908	MAINTENANCE BUSES PARTS	0	582.01	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					582.01	
			13-260948933	MAINTENANCE BUSES SENSOR	0	263.74	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					263.74	
			13-260948962	MAINTENANCE BUSES VALVE KIT	0	-73.37	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					-73.37	
			13-260948964	MAINTENANCE BUSES GASKET AND SENSOR	0	-297.16	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					-297.16	
914170	DAY WIRELESS SYSTEMS	10/16/2026	INV936475	Batteries for building radios	7602600014	322.57	322.57
10 E 530 9700 72 5610 0760 0000 0000 0	General Fund/Expenditures/District-Wide Support					322.57	
914171	DOTY, RACHELLE	10/16/2026	09302026	REIMBURSEMENT FOR CDL PERMIT	0	79.50	79.50
10 E 530 9900 52 7340 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					79.50	
914172	ESD #105	10/16/2026	0002700072	26-27 SKYWARD MONTHLY DATA PROCESSING FEE	7602600007	10,625.62	10,625.62
10 E 530 9700 72 7320 0760 0000 0000 0	General Fund/Expenditures/District-Wide Support					10,625.62	
914173	ESD #123	10/16/2026	0002600154	UGRAD OPEN DOOR SERVICES	0	2,932.98	10,865.94
10 E 530 0300 27 7340 4500 0000 0000 0	General Fund/Expenditures/Dropout Re-engagement					2,932.98	
			0002601241	UGRAD/OPEN DOOR SERVICES	0	3,910.64	
10 E 530 0300 27 7340 4500 0000 0000 0	General Fund/Expenditures/Dropout Re-engagement					3,910.64	
			0002700027	UGRAD OPED DOOR FOR SEPTEMBER 2026	0	4,022.32	
10 E 530 0300 27 7340 4500 0000 0000 0	General Fund/Expenditures/Dropout Re-engagement					4,022.32	
914174	FAMILY, CAREER & COMMUNITY LEA	10/16/2026	195357	FCCLA Affiliation	4572600001	570.00	570.00
10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS					570.00	
914175	FOLLETT SOFTWARE	10/16/2026	1627273	Destiny Library Software Renewal	7602600010	13,846.16	13,846.16
10 E 530 9700 72 5650 1100 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,769.23	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 72 5650 1200 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,769.23	
10 E 530 9700 72 5650 1300 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,769.23	
10 E 530 9700 72 5650 2400 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,769.23	
10 E 530 9700 72 5650 4500 0000 0000 0	General Fund/Expenditures/District-Wide Support					2,769.24	
914176	HAPPY SLP LLC	10/16/2026	0926	SPEECH THERAPY SERVICES	0	2,100.00	2,100.00
10 E 530 2100 27 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					2,100.00	
914177	Vendor Continued Void	10/16/2026					0.00
914178	COOK'S ACE HARDWARE	10/16/2026	20431/1	MAINTENANCE BUSES FASTENERS	0	1.72	1,700.22
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					1.72	
			20455/1	MAINTENANCE BUSES DUCT TAPE	0	13.03	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					13.03	
			20491/1	MAINTENANCE BUSES TAP&DLBT 3/8"-16NC X O	0	19.56	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					19.56	
			20546/1	MAINTENANCE BUSES PCKG TAPE 2/DSP CLR 55YD	0	9.77	
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					9.77	
			20625/1	BUILDING MAINTENANCE BALL VALVE	0	70.64	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					70.64	
			20641/1	BUILDING MAINTENANCE LATCH STORAGE BOX	0	20.64	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					20.64	
			20647/1	BUILDING MAINTENANCE PCKG TAPE	0	15.21	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					15.21	
			20662/1	Ace Hardware Open PO	4562600001	106.85	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					53.43	
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					10.68	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					10.68	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					10.68	
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					21.38	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			20682/1	BUILDING MAINTENANCE SPRYCHALK LINEN WHT AND LIQUID NAILS	0	20.20	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					20.20	
			20721/1	Ace Hardware Open PO	4562600001	80.14	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					40.07	
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					8.01	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					8.01	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					8.01	
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					16.04	
			20732/1	BUILDING MAINTENANCE WASHER AST	0	4.99	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					4.99	
			20734/1	Ace Hardware Open PO	4562600001	21.70	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					10.85	
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					2.17	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					2.17	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					2.17	
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					4.34	
			20779/1	Ace Hardware Open PO	4562600001	18.02	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					9.01	
10 E 530 3161 27 5610 4500 0000 0000 0	General Fund/Expenditures/Business					1.80	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					1.80	
10 E 530 3166 27 5610 4500 0000 0000 0	General Fund/Expenditures/Health Science					1.80	
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					3.61	
			20784/1	BUILDING MAINTENANCE BLOW OFF DUSTER AND TUBE BRUSH	0	28.24	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					28.24	
			20786/1	BUILDING MAINTENANCE COUPLING AND NIPPLE PVC	0	5.63	
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					5.63	
			20800/1	BUILDING MAINTENANCE WTR	0	1,231.29	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SOFTNER PELLET			
	10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				1,231.29	
			20804/1	BUILDING MAINTENANCE ELBOW 1X1 PVC	0	3.25	
	10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				3.25	
			20805/1	BUILDING MAINTENANCE SCRW EXTRCTER SET	0	29.34	
	10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support				29.34	
914179	HARTSFIELD, JENNIFER	10/16/2026	092026	REIMBURSEMENT FOR NATIONAL BOARDS COMPONENT #3	0	250.00	285.00
	10 E 530 0151 31 7320 1300 0000 0000 0	General Fund/Expenditures/Staff Dev-PEA Allocation				250.00	
			09242026	REIMBURSEMENT FOR USW ANNUAL EDUACATION SUMMIT	0	35.00	
	10 E 530 0151 31 7320 1300 0000 0000 0	General Fund/Expenditures/Staff Dev-PEA Allocation				35.00	
914180	JAMESTOWN NETWORKS	10/16/2026	INV-118767	JAMESTOWN INTERNET & ETHERNET SERVICES FOR ALL BUILDINGS FOR THE 2026-2027 SCHOOL YEAR	7202600002	4,562.29	4,562.29
	10 E 530 7900 66 7340 0760 0000 0000 0	General Fund/Expenditures/Other Instruct Programs				4,562.29	
914181	JOHNSTON, CYNTHIA	10/16/2026	10012026	REIMBURSEMENT FOR FINGER PRINTING	0	85.00	85.00
	10 E 530 9700 14 7340 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support				85.00	
914182	JOSTENS	10/16/2026	40274105	CLASS OF 2027 & EXTRA DIPLOMA ORDERS	4502600003	25.82	25.82
	10 E 530 0100 23 5200 4500 0000 0000 0	General Fund/Expenditures/Basic Education				25.82	
914183	LEP-RE-KON MARTS INC	10/16/2026	01-701406	FCS Open PO	4572600000	150.12	313.70
	10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS				150.12	
			04-522071	FCS Lep-re-con Open PO	4562600004	80.08	
	10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family				80.08	
			04-528630	FCS Open PO	4572600000	40.84	
	10 E 530 3465 27 5610 2400 0000 0000 0	General Fund/Expenditures/Home/Family HMS				40.84	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			04-528653	FCS Lep-re-con Open PO	4562600004	30.35	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					30.35	
			04-532620	FCS Lep-re-con Open PO	4562600004	12.31	
10 E 530 3165 27 5610 4500 0000 0000 0	General Fund/Expenditures/Home/Family					12.31	
914184	LUCAS, MARY A	10/16/2026	09192026	REIMBURSEMENT FOR PER DIEM FOR GIRLS SWIM TO PASCO 09/19/2026	0	86.00	86.00
10 E 530 9900 52 8580 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					86.00	
914185	MCGRAW HILL SCHOOL EDUCATION	10/16/2026	141558873001	Connecting Match Concepts, Teachers Guide	6302600000	111.10	111.10
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					111.10	
914186	MID VALLEY LEAGUE	10/16/2026	0	MVL	2412600001	250.00	250.00
10 E 530 0100 28 5610 2400 0000 0000 1	General Fund/Expenditures/Basic Education					250.00	
914187	MILNE ENTERPRISES INC.	10/16/2026	213262	Milne Open PO	4562600002	588.80	588.80
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					588.80	
914188	MONTANARO, LAURA J	10/16/2026	09222026	REIMBURSEMENT FOR EYE GLASS REPAIR KIT AND BAGS FOR BOYS AND GIRLS GROWTH DEVELOPEMENT	0	35.87	114.53
10 E 530 0100 26 5610 0640 0000 0000 0	General Fund/Expenditures/Basic Education					35.87	
			10012026	REIMBURSEMENT FOR MILEAGE	0	78.66	
10 E 530 2100 26 8580 0640 0000 0000 0	General Fund/Expenditures/Spec Ed - State					78.66	
914189	NCS PEARSON INC	10/16/2026	32924055	BOT-3 Folding Paper response page	6302600004	29.35	370.89
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					29.35	
			32924105	BASC 4 kit	6302600002	253.49	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					253.49	
			32924170	CTONI-2 Record Forms	6302600005	88.05	
10 E 530 2100 27 5610 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					88.05	
914190	O'REILLY AUTO PARTS	10/16/2026	5992-309577	MAINTENANCE BUSES	0	49.87	49.87

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				WIPER BLADES FOR BUS #8			
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					49.87	
914191	OXARC INC	10/16/2026	0032664683	Oxarc Open PO	4562600003	1,973.41	2,360.14
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					1,973.41	
			0062352934	Oxarc Open PO	4562600003	386.73	
10 E 530 3160 27 5610 4500 0000 0000 0	General Fund/Expenditures/Agriculture					386.73	
914192	PACIFIC OFFICE AUTOMATION	10/16/2026	AR00780121	Open CTE PO	4562600007	146.75	146.75
10 E 530 3151 27 5610 4500 0000 0000 0	General Fund/Expenditures/Voc Director					146.75	
914193	PACIFIC SUPPORT SYSTEMS INC	10/16/2026	4860	FOOD SERVICE OPERATIONS MY TERRA WAREWASH SERVICE INSTALLED AT PHS, HGTS, KRV, HMS, AND WHT	0	532.63	532.63
10 E 530 9800 44 7340 0750 0000 0000 0	General Fund/Expenditures/Food Service					532.63	
914194	PRIDE PUBLISHING LLC	10/16/2026	359041-2026	PRIDE READING PROGRAM HOUSEL MIDDLE SCHOOL INVOICE 359041-2026	6002500072	1,817.90	1,817.90
10 L 601 0000 00 0000 0000 0000 0000	General Fund/Accounts Payable					-158.16	
10 E 530 5505 27 5610 2400 0000 0000 0	General Fund/Expenditures/LAP High Poverty					1,976.06	
914195	PROJECT LEAD THE WAY INC	10/16/2026	557517	PLTW Engineering Supplies	4562500053	3,357.20	3,357.20
10 E 530 3167 27 5610 4500 0000 0000 0	General Fund/Expenditures/Technology Education					3,357.20	
914196	PROSSER NAPA	10/16/2026	605984	DISTRICT MOTOR POOL MAC CARB CLN	0	16.48	359.31
10 E 530 9700 75 5610 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					16.48	
			606155	DISTRICT MOTOR POOL 1998 FORD F 150 SERPENTINE BELT	0	55.24	
10 E 530 9700 75 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					55.24	
			606196	DISTRICT MOTOR POOL AIR FLOW SENSOR CLEANER	0	79.63	
10 E 530 9700 75 5610 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					79.63	
			606198	DISTRICT MOTOR POOL AIR FILTER	0	22.19	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 75 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					22.19	
			606217	DISTRICT MOTOR POOL LAMP	0	185.77	
10 E 530 9700 75 5610 0730 0000 0000 0	General Fund/Expenditures/District-Wide Support					185.77	
914197	PROSSER SCHOOL DIST #116	10/16/2026	102026	REIMBURSEMENT FOR CREDIT CARD FEES OCTOBER 2026	0	579.08	799.38
10 E 530 9700 13 7810 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					579.08	
			904	PHS MIGRANT DEPT SNACKS	0	220.30	
10 E 530 5320 24 5610 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					220.30	
914198	RIVER RIDGE VISION SERVICES	10/16/2026	2627-003	MONTHLY INVOICE/CONTRACT SERVICES	0	4,785.00	4,785.00
10 E 530 2100 27 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					4,785.00	
914199	ROSETTA STONE LTD	10/16/2026	RS606750	ROSETTA STONE LICENSES RENEWAL FOR PHS 30- ALBERT FLORES	6002600011	1,350.00	1,350.00
10 E 530 6400 27 5610 0600 0000 0000 0	General Fund/Expenditures/Limited English Proficien					1,350.00	
914200	ROWLEY AND HAWKINS FRUIT FARMS	10/16/2026	13037	FOOD FRUIT	0	500.00	2,000.00
10 E 530 9826 42 5630 0750 0000 0000 0	General Fund/Expenditures/Farm 2 Table					500.00	
			13117	FOOD NECTARINES	0	500.00	
10 E 530 9826 42 5630 0750 0000 0000 0	General Fund/Expenditures/Farm 2 Table					500.00	
			13204	FOOD APPLES	0	500.00	
10 E 530 9826 42 5630 0750 0000 0000 0	General Fund/Expenditures/Farm 2 Table					500.00	
			13243	FOOD PEARS	0	500.00	
10 E 530 9826 42 5630 0750 0000 0000 0	General Fund/Expenditures/Farm 2 Table					500.00	
914201	SCHNELLBACH, JOANN	10/16/2026	09212026	REIMBURSEMENT FOR GRASSROOTS WORKSHOP BUILDING THINKING CLASSROOMS	0	330.46	330.46
10 E 530 0151 31 7340 1300 0000 0000 0	General Fund/Expenditures/Staff Dev-PEA Allocation					330.46	
914202	SCHOOL DATA SOLUTIONS, INC	10/16/2026	14222	HOMEROOM FOR EDUCATORS ANNUAL SUBSCRIPTION	0	8,882.27	8,882.27
10 E 530 5505 27 7340 4500 0000 0000 0	General Fund/Expenditures/LAP High Poverty					8,882.27	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
914203	SIX ROBBLEES INC	10/16/2026	03P94990	MAINTENACE BUSES BUS #26 PARTS	0	788.71	788.71
10 E 530 9900 53 5610 0730 0000 0000 0	General Fund/Expenditures/Pupil Transportation					788.71	
914204	SPECK CHEVROLET OF PROSSER	10/16/2026	F4620	DISTRICT MOTOR POOL 98 F-150 MAINTENANCE PARTS	0	529.44	529.44
10 E 530 9700 75 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					529.44	
914205	SPOKANE PRODUCE INC	10/16/2026	01056561	FOOD BANANA	0	316.69	893.09
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					316.69	
			01056684	FOOD BANANA	0	257.51	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					257.51	
			01057799	FOOD BANANA	0	318.89	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					318.89	
914206	Vendor Continued Void	10/16/2026					0.00
914207	SPRINGBROOK FARMS	10/16/2026	719338	FOOD WHITE AND CHOCOLATE MILK	0	295.48	9,187.46
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					295.48	
			720129	FOOD WHITE AND CHOCOLATE MILK	0	73.90	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					73.90	
			729845	FOOD WHITE AND CHOCOLATE MILK	0	367.44	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					367.44	
			730079	FOOD WHITE AND CHOCOLATE MILK	0	279.96	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			730757	FOOD WHITE AND CHOCOLATE MILK	0	1,224.70	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					1,224.70	
			731636	FOOD WHITE AND CHOCOLATE MILK	0	279.96	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			731638	FOOD WHITE AND CHOCOLATE MILK	0	279.96	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			731775	FOOD WHITE AND CHOCOLATE MILK	0	349.94	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					349.94	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			731819	FOOD WHITE AND CHOCOLATE MILK	0	1,137.28	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					1,137.28	
			732898	FOOD WHITE AND CHOCOLATE MILK	0	367.44	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					367.44	
			732939	FOOD WHITE AND CHOCOLATE MILK	0	1,312.13	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					1,312.13	
			733225	FOOD WHITE AND CHOCOLATE MILK	0	279.96	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			733227	FOOD WHITE AND CHOCOLATE MILK	0	279.96	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					279.96	
			733398	FOOD WHITE AND CHOCOLATE MILK	0	367.44	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					367.44	
			733513	FOOD WHITE AND CHOCOLATE MILK	0	1,224.70	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					1,224.70	
			734441	FOOD WHITE AND CHOCOLATE MILK	0	402.43	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					402.43	
			734577	FOOD WHITE AND CHOCOLATE MILK	0	664.78	
10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service					664.78	
914208	STRUCTURED COMMUNICATION SYSTE	10/16/2026	0270315-IN	Annual Firewall Renewal	7602600013	41,605.62	41,605.62
10 E 530 9700 72 5655 0760 0000 0000 0	General Fund/Expenditures/District-Wide Support					41,605.62	
914209	SUNNYSIDE SCHOOL DIST 201	10/16/2026	5688 OCT 2026	INTERLOCAL AGREEMENT FOR SPED SERVICES	0	5,617.00	8,617.00
10 E 530 2100 27 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					5,617.00	
			5689 OCT 2026	INTERLOCAL AGREEMENT SPED SERVICES	0	3,000.00	
10 E 530 2100 27 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					3,000.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
914210	T-MOBILE	10/16/2026	969693625-78	MONTHLY INVOICE	0	800.00	800.00
	10 E 530 9700 72 5650 0760 0000 0000 0 General Fund/Expenditures/District-Wide Support					800.00	
914211	THINKING MAPS, INC	10/16/2026	INV0073122	THINKING MAPS: WRITE FROM THE BEGINNING AND SETTING THE STAGE GUIDES	6002600007	10,361.50	10,361.50
	10 E 530 6400 31 5610 0600 0000 0000 0 General Fund/Expenditures/Limited English Proficien					10,361.50	
914212	TK ELEVATOR CORPORATION	10/16/2026	3009809779	ELEVATOR MAINTENANCE AT PHS FOR THE 26-27 SCHOOL YEAR	7402600010	3,476.19	3,476.19
	10 E 530 9700 64 7340 4500 0000 0000 0 General Fund/Expenditures/District-Wide Support					3,476.19	
914213	Vendor Continued Void	10/16/2026					0.00
914214	Vendor Continued Void	10/16/2026					0.00
914215	US FOODS - SPOKANE	10/16/2026	4720616	FOOD AND FOOD SERVICE OPERATIONS APPLE. BEAN, BEEF, BROCCOLI, CABBAGE, CARROT, CEREAL, CHEESE, PEPPER, PIZZA, PLATE, CUP, AND LID.	0	13,962.04	59,534.25
	10 E 530 9800 44 5610 0750 0000 0000 0 General Fund/Expenditures/Food Service					1,887.10	
	10 E 530 9800 42 5630 0750 0000 0000 0 General Fund/Expenditures/Food Service					12,074.94	
			4804362	FOOD AND FOOD SERVICE OPERATIONS DETERGENT, CRACKERS, CORN, BUNS, AND MACARONI,	0	956.13	
	10 E 530 9800 44 5610 0750 0000 0000 0 General Fund/Expenditures/Food Service					205.13	
	10 E 530 9800 42 5630 0750 0000 0000 0 General Fund/Expenditures/Food Service					751.00	
			4907740	FOOD AND FOOD SERVICE OPERATIONS FOOD PAN LINERS, BEANS, CABBAGE, CARROT, CAULIFLOWER, CEREAL, COOKIE, FRUIT, MUFFIN,	0	15,161.69	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				AND ONION			
	10 E 530 9800 44 5610 0750 0000 0000 0	General Fund/Expenditures/Food Service				711.96	
	10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service				14,449.73	
			4999856	FOOD APPLE, BANANA, CUCUMBER, PEAS, PRETZELS, AND POPCORN	0	1,117.94	
	10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service				1,117.94	
			4999857	FOOD AND FOOD SERVICE OPERATIONS BEEF, CHEESE, TACO SEASONING, TORTILLA, WATER, AND SOUR CREAM	0	257.65	
	10 E 530 9800 44 5610 0750 0000 0000 0	General Fund/Expenditures/Food Service				36.85	
	10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service				220.80	
			5114479	FOOD AND FOOD SERVICE OPERATIONS BEEF, CARROTS, CEREAL, FRUIT COCKTAIL, KETCHUP, BRAVY MIX, POTATOS, SYRUP, CRACKERS AND NAPKINS.	0	15,083.85	
	10 E 530 9800 44 5610 0750 0000 0000 0	General Fund/Expenditures/Food Service				923.47	
	10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service				14,160.38	
			5114480	FOOD COOKIES, JUICE, SNACK BARS, CRACKERS AND SNACK MIX	0	183.55	
	10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service				183.55	
			5203106	FOOD CELERY, LETTUCE, MAYO, PEPPER, YOGURT, BAGEL, CINNAMON ROLLS, PANCAKES, AND WAFFLES	0	1,222.15	
	10 E 530 9800 42 5630 0750 0000 0000 0	General Fund/Expenditures/Food Service				1,222.15	
			5203107	FOOD JUICE, OMELETTE, SAUSAGE, STRAWBERRY, AND	0	652.34	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SYRUP			
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				652.34	
			5311868	FOOD BEEF, BREAD, CABBAGE, BUTTER, CEREAL, CHEESE, JICAMA, JUICE, KETCHUP, GRAVY MIX, MUFFINS, BELL PEPPERS, AND SPINACH	0	11,216.72	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				11,216.72	
			5916641	FOOD CREDIT	0	-43.21	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				-43.21	
			5930013	FOOD CREDIT	0	-236.60	
10 E 530 9800 42 5630 0750 0000 0000 0		General Fund/Expenditures/Food Service				-236.60	
914216	USIP	10/16/2026	PMT #2 OCT 2026	USIP MONTHLY INSURANCE PAYMENT FOR 2026-2027	7202600004	87,742.13	87,742.13
10 E 530 9700 68 7520 0720 0000 0000 0		General Fund/Expenditures/District-Wide Support				87,742.13	
914217	VALLEY WIDE COOPERATIVE	10/16/2026	OCT 2026	MONTHLY FUEL INVOICE	0	43,041.09	43,041.09
10 E 530 3160 27 5900 4500 0000 0000 0		General Fund/Expenditures/Agriculture				566.41	
10 E 530 9700 61 5900 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				484.68	
10 E 530 9700 62 5900 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				6,605.85	
10 E 530 9700 64 5900 0740 0000 0000 0		General Fund/Expenditures/District-Wide Support				1,211.88	
10 E 530 9700 75 5900 0730 0000 0000 0		General Fund/Expenditures/District-Wide Support				1,696.36	
10 E 530 9800 44 5900 0750 0000 0000 0		General Fund/Expenditures/Food Service				378.85	
10 E 530 9900 52 5900 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				32,097.06	
914218	VICTOR OCHOA	10/16/2026	102026	DISTRICT MOTOR POOL CDL TRAINING AND ANNUAL IN-SERVICE	0	5,150.00	5,150.00
10 E 530 9700 75 7340 0730 0000 0000 0		General Fund/Expenditures/District-Wide Support				5,150.00	
914219	WASTE MANAGEMENT OF KENNEWICK	10/16/2026	2081898-1819-7	Annual- Waste management for Whitstran Elementary	7402600008	453.64	453.64
10 E 530 9700 64 7340 1100 0000 0000 0		General Fund/Expenditures/District-Wide Support				453.64	
914220	WIAA	10/16/2026	28472	WIAA COACHES SCHOOL 26/27 SCHOOL YEAR $65 NTE $2500	4502600000	45.00	822.21

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 L 601 0000 00 0000 0000 0000 0000		General Fund/Accounts Payable				-3.92	
10 E 530 0100 28 7340 4500 0000 0000 1		General Fund/Expenditures/Basic Education				48.92	
			28505	WIAA COACHES SCHOOL 26/27 SCHOOL YEAR $65 NTE $2500	4502600000	777.21	
10 E 530 0100 28 7340 4500 0000 0000 1		General Fund/Expenditures/Basic Education				777.21	
914221	WSIPC	10/16/2026	1002600535	DISTRICT NEW STUDENT ONLINE ENROLLMENT FOR THE 26-27 SCHOOL YEAR	7602600000	251.83	390.79
10 E 530 9700 72 7350 0760 0000 0000 0		General Fund/Expenditures/District-Wide Support				251.83	
			1002600564	API-LICENSES CANVAS	7602600009	138.96	
10 E 530 9700 72 5650 0760 0000 0000 0		General Fund/Expenditures/District-Wide Support				138.96	
914222	YAKIMA WORKER CARE	10/16/2026	54160	ANNUAL- FOR CDL PHYSICALS	7302600002	175.00	350.00
10 E 530 9900 52 7340 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				175.00	
			54183	ANNUAL- FOR CDL PHYSICALS	7302600002	175.00	
10 E 530 9900 52 7340 0730 0000 0000 0		General Fund/Expenditures/Pupil Transportation				175.00	

76 Computer Check(s) For a Total of 482,022.69

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 14, 2026, the board, by a _____ vote, approves payments, totaling $22,298.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 188898 through 188909, totaling $22,298.33

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
188898	AMAZON CAPITAL SERVICES	10/16/2026	849.39
188899	BSN SPORTS LLC	10/16/2026	10,573.39
188900	COUGAR DIGITAL MARKETING & DES	10/16/2026	92.40
188901	LONGVIEW SCHOOL DISTRICT #122	10/16/2026	325.00
188902	MONTANO, BERTHA L	10/16/2026	75.39
188903	PEPSI COLA YAKIMA	10/16/2026	2,076.81
188904	PROSSER S.D. REV FUND	10/16/2026	1,000.00
188905	PROSSER SCHOOL DIST #116	10/16/2026	550.00
188906	SWAN GRAPHICS	10/16/2026	1,198.42
188907	URM CASH & CARRY-KENNEWICK	10/16/2026	1,802.47
188908	US FOODS - SPOKANE	10/16/2026	1,235.06
188909	YMCA OF YAKIMA	10/16/2026	2,520.00

12 Computer Check(s) For a Total of 22,298.33

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 188898 through 188909 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager — Date: 10.8.2026

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188898	AMAZON CAPITAL SERVICES	10/16/2026	1FGT-66FX-QDIH	INVEST ED CLOTHING FOR STUDENTS	2422600001	196.61	849.39
40 E 530 6100 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SAUL HAAS					196.61	
			1MKY-YLND-PRRP	POWER NET GOAL 14 X 7 1 @ $239.99	4522600027	247.83	
40 E 530 2250 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SOCCER GIRLS					247.83	
			1ND1-DPTV-KTWJ	clothing for Student L.Hulse	2422600003	219.48	
40 E 530 6100 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SAUL HAAS					219.48	
			1R7Q-QWQX-D7LN	3- 4x3 FT 2PK SOCCER GOALS $39.99 ETENWOLD P300 PLUS BALL PUMP $34.99	4522600021	127.86	
40 E 530 2250 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SOCCER GIRLS					127.86	
			1TTK-QFHM-WJ1N	clothing for Student L.Hulse	2422600003	-20.64	
40 E 530 6100 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SAUL HAAS					-20.64	
			1VQV-YLR4-N7VM	playground equipment	2422600000	78.25	
40 E 530 1040 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/GENERAL					78.25	
188899	BSN SPORTS LLC	10/16/2026	935179216	20- backpacks @ $46.00 300 grey workout shirts @ $11	4522600020	3,690.88	10,573.39
40 E 530 2140 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/FOOTBALL					3,690.88	
			935279215	20- backpacks @ $46.00 300 grey workout shirts @ $11	4522600020	1,043.04	
40 E 530 2140 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/FOOTBALL					1,043.04	
			935326193	20- NIKE SWIM SUITS @ $62.50 5 BLACK NIKE PANTS @ 55.25	4522600011	373.31	
40 E 530 2260 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SWIM TEAM GIR					373.31	
			935340938	75- WHITE GAME PANTS @ $52.25	4522600009	4,353.40	
40 E 530 2140 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/FOOTBALL					4,353.40	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			935362919	20- NIKE SWIM SUITS @ $62.50 5 BLACK NIKE PANTS @ 55.25	4522600011	129.57	
40 E 530 2260 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SWIM TEAM GIR					129.57	
			935435818	20- NIKE SWIM SUITS @ $62.50 5 BLACK NIKE PANTS @ 55.25	4522600011	983.19	
40 E 530 2260 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SWIM TEAM GIR					983.19	
188900	COUGAR DIGITAL MARKETING & DES	10/16/2026	17539	BAND BANNER SPONSOR NTE $100	4522600022	92.40	92.40
40 E 530 4360 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/BAND					92.40	
188901	LONGVIEW SCHOOL DISTRICT #122	10/16/2026	926-17	PROSSER VOLLEYBALL MARK MORRIS HIGH SCHOOL TOURNAMENT REGISTRATION FEE $300	4522600018	325.00	325.00
40 E 530 2240 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/VOLLEYBALL					325.00	
188902	MONTANO, BERTHA L	10/16/2026	09302026	REIMBURSEMENT FOR PIZZA FOR CLUB MEETING	0	75.39	75.39
40 E 530 4655 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/THRIVE					75.39	
188903	PEPSI COLA YAKIMA	10/16/2026	140625201	OPEN PO PEPSI PRODUCTS FALL SEASON 26/27 SCHOOL YEAR	4522600001	1,550.67	2,076.81
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS					1,550.67	
			161626502	Student Store	2422600002	526.14	
40 E 530 4190 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE					526.14	
188904	PROSSER S.D. REV FUND	10/16/2026	4973	REIMBURSEMENT FOR HOMECOMING/DJ	0	1,000.00	1,000.00
40 E 530 4350 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/LEADERSHIP					1,000.00	
188905	PROSSER SCHOOL DIST #116	10/16/2026	WIND-2026	BROKEN WINDOW PAYMENT WENT INTO ASB FROM STUDENT AT PHS IT SHOULD HAVE GONE INTO GF/THIS IS THE CORRECTION CHECK FROM ASB TO BE	0	550.00	550.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				DEPOSITED INTO GF			
	40 E 530 2500 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SPECIAL PROJE				550.00	
188906	SWAN GRAPHICS	10/16/2026	3258	UP TO $3000 FOR PHS BAND GEAR PRE PAID ORDERS	4522600008	1,198.42	1,198.42
	40 E 530 4360 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/BAND				1,198.42	
188907	URM CASH & CARRY-KENNEWICK	10/16/2026	3-1-218439	OPEN PO FOR CONCESSIONS FALL SEASON 2026 NTE $5000	4522600028	1,802.47	1,802.47
	40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS				1,802.47	
188908	US FOODS - SPOKANE	10/16/2026	5114481	OPEN PO FOR STUDENT STORE SUPPLIES 26/27 SCHOOL YEAR NTE $10000	4522600005	515.08	1,235.06
	40 E 530 4190 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE				515.08	
			5203109	OPEN PO FOR STUDENT STORE SUPPLIES 26/27 SCHOOL YEAR NTE $10000	4522600005	350.04	
	40 E 530 4190 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE				350.04	
			5513111	OPEN PO FOR CONCESSIONS FALL 26/27 SCHOOL YEAR NTE $5000	4522600002	369.94	
	40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS				369.94	
188909	YMCA OF YAKIMA	10/16/2026	HMS091026	CAMP DUDLEY	0	2,520.00	2,520.00
	40 E 530 1040 04 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/GENERAL				2,520.00	

12 Computer Check(s) For a Total of 22,298.33

3apckp07.p PROSSER SCHOOL DISTRICT NO.116 9:58 AM 10/07/26
05.26.06.00.00-12.8-010021 Check Summary PAGE: 1

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 14, 2026, the board, by a _____ vote, approves payments, totaling $170.36. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000829 through 200000829, totaling $170.36

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
200000829	WENAHA GROUP INC	10/16/2026	170.36

1 Computer Check(s) For a Total of 170.36

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 200000829 through 200000829 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Business Manager 10·8·2026 Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000829	WENAHA GROUP INC	10/16/2026	6097	EARLY LEARNING FACILITY	8002600004	170.36	170.36
20 E 530 0019 12 7000 3000 0500 0000 0	Capital Projects/Expenditures/Early Learning Facilities					170.36	

1 Computer Check(s) For a Total of 170.36

Coversheet

Classified Personnel

Section: VIII. Consent Items
Item: A. Classified Personnel
Purpose: Vote
Submitted by:
Related Material: October 14, 2026- Classified Personnel.pdf

BOARD PACKET

TO: **Board of Directors**
SUBJECT: **Classified Personnel**
AGENDA: **Consent**
DATE: **October 14, 2026**
PREPARED BY: Kim Casey, *Superintendent*

CLASSIFIED EMPLOYEES

New Hires:

- Gwen Taylor- SPED Life Skills Paraeducator- KRV
- Lilia Avalos- Bus Monitor
- Jossy Cooper- SPED 1:1 Paraeducator at Heights
- Telvina Rubio- Bus Monitor
- Xitlali Coria- Bus Monitor
- Albert Beeler- PHS Boy's Swim Coach

Transfers

- Diego Contreras- SPED Life Skills Paraeducator- Heights Elementary
- Sandra DeRobles- Cashier Food Service Assistant- Cafeteria

Coversheet

Approval of Minutes

Section: VIII. Consent Items
Item: B. Approval of Minutes
Purpose: Vote
Submitted by:
Related Material: September 23, 2026 Meeting Minutes.pdf
September 23, 2026 Meeting Minutes - Spanish.pdf

REGULAR BOARD MEETING

Meeting Minutes
Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Wednesday, September 23, 2026 at 6:00 PM

I. Opening Items

A. 6:00 p.m. Call to Order Regular Board Meeting

The regular board meeting of the Board of Directors of Prosser School District was called to order at 6:00 p.m. by President Jason Rainer.

B. Pledge of Allegiance

C. Record Attendance – Roll Call

President Jason Rainer – Present
Director Elisa Riley – Present
Director Frank Vermulm – Present
Vice President Michelle O'Brien – Present

Superintendent Kim Casey – Present
Director of Finance and Operations Shawn Cook – Present
Director of Grants, Assessment and Elementary Programs Kevin Gilman – Present

D. Approval of Agenda

Motion to approve the agenda by President Jason Rainer. Second, by Director Elisa Riley. The motion passed.

II. Protocol for Addressing the Board

A. Welcome to the Board Meeting!

III. Hearing of Visitors.

No public comment.

IV. Information Items

A. Building Report: Whitstran Elementary School

Principal Julaine Groeneveld reported that the school year is off to a strong start, with ARC assessments 94% complete and small reading groups beginning soon. Staff are identifying students needing additional support and continuing professional development and school improvement efforts. The school is also continuing its Mid-Columbia Library partnership and recently received 200 backpacks and school supplies from Costco. Upcoming activities include the Student of the Month assembly, Summer Screen Time Challenge recognition, Veterans Day assembly, and Turkey Trot.

B. Department Report: Athletic Department

Athletic Director Jackson Haak reported fall sports participation numbers, with 113 middle school athletes, up eight from last year, and 204 high school athletes, three fewer than last year. High school football has three teams this year—varsity, JV, and C team—which is the first time since the pandemic. The C team will have several home games to provide additional competition while limiting travel costs. Haak also discussed athletic livestreaming platforms, noting that NFHS is widely used and provides a consistent, affordable option, while Huddle offers higher-quality streaming but can be more expensive for families. He also discussed scheduling challenges for JV and C team football due to travel distances and differences in other schools' programs.

C. Building Report: Keene Riverview Elementary

Principal Kasey Blair reported that Keene Riverview is off to a strong start, with staff focused on collaboration, student routines, and building a positive school community. The school has introduced a new social skills room for kindergarten students that emphasizes purposeful play, social skills, and problem-solving. Teachers are completing ARC baseline assessments, with leveled reading groups expected to begin soon. The school is also using PBIS strategies, including a student reward store, and will begin monthly student recognition assemblies. Upcoming activities include a first-grade pumpkin patch field trip and a hot-air-balloon visit.

V. Discussion Items

A. RECAP: Out of State Travel: Migrant Staff to Virginia Beach, VA

Due to illness and a family emergency, the Migrant staff were unable to attend. This discussion item will be moved to the October 14 Board meeting.

B. Housel Middle School Kitchen Modernization Project

Superintendent Kim Casey reported that the Housel Middle School kitchen will undergo modernization, including replacement of the outdated dishwasher, repairs to the oven, and a counter repair. The project qualifies for capital project funds and will improve kitchen operations and working conditions. Quotes will be obtained and brought to the Board with a contract for approval. The Board also discussed revisiting the district's capital levy priorities and restarting discussions that were paused last year.

C. Business and Operations Report

Director of Business and Operations Shawn Cook presented a new monthly financial report, highlighting increased enrollment, cash-on-hand levels, and expenditure trends. She will continue refining the report and developing consistent financial coding procedures. The Board expressed appreciation for the report and requested additional information on capital project and ASB fund balances.

VI. Student Representative Reports

A. Student Representative Olivia Smasne

Not present, no report.

B. Student Representative Ezri Roy

Not present, no report.

C. Student Representative Reagan Andrews

Not present, no report.

VII. Action Items

A. Piano Donation

Motion to approve by President Jason Rainer. Second, by Director Elisa Riley. The motion passed.

B. Training for Guitar Teacher with Out-of-State Travel

Motion to approve by President Jason Rainer. Second, by Vice President Michelle O'Brien. The motion passed.

C. Technology Support Agreement

Motion to approve by President Jason Rainer. Second, by Director Frank Vermulm. The motion passed.

D. 2026 PHS Homecoming Dance

Motion to approve by President Jason Rainer. Second, by Director Elisa Riley. The motion passed.

E. Inter-Governmental Agreement Between the City of Prosser and The Prosser School District

Motion to approve by Director Frank Vermulm. Second, by Director Elisa Riley. The motion passed.

F. Resolution #14-26

Motion to approve by President Jason Rainer. Second, by Director Frank Vermulm. The motion passed.

G. Vouchers and Payroll

Motion to approve by President Jason Rainer. Second, by Director Frank Vermulm. The motion passed.

VIII. Consent Items

A. Classified Personnel

B. Approval Of Minutes

Motion to approve the Consent Items by Vice President Michelle O'Brien, seconded by Director Elisa Riley. The motion passed.

IX. Reports

A. Director of Grants, Assessment and Elementary Programs Kevin Gilman

Director of Grants, Assessment and Elementary Programs Kevin Gilman provided updates on the Title I grant, McKinney-Vento professional development, Thinking Maps implementation, bilingual student funding, and LAP requirements. He also shared that buildings are preparing their Thinking Maps plans and staff training for the year.

B. Director of Business and Operations Shawn Cook

Director of Business and Operations Shawn Cook shared updates on payroll, year-end financial work, and reporting. She noted that year-end is ahead of schedule and that the S275 personnel report has been finalized.

C. Superintendent Kim Casey

Superintendent Kim Casey highlighted strong collaboration and communication within the district, noting that year-end work is progressing well. She provided

updates on property sales, facilities, public records requests, the early learning facility, and partnerships with Prosser Memorial Health. Kim also emphasized the importance of maintaining CTE opportunities for students despite proposed changes to state graduation requirements and shared updates from ESD 123 and community events.

X. Board Members' Reports

A. Vice President Michelle O'Brien

Vice President Michelle O'Brien praised the district's positive energy, teamwork, and creative problem-solving, commending staff at all levels for their hard work and dedication.

B. Director Brian Weinmann

Not present; no report.

C. Director Elisa Riley

Director Elisa Riley highlighted the upcoming National Honor Society breakfast during Balloon Rally weekend, encouraging support for the event and expressing appreciation for the many volunteers who help make it possible.

D. President Jason Rainer

President Jason Rainer shared about attending a Lower Valley Young Life fundraiser and praised the generosity and support of local communities. He highlighted the organization's impact on youth, reaching approximately 900 students last year, and emphasized how small communities work together to provide positive experiences and opportunities for kids.

XI. Closing Items

A. Future Meetings

Regular Board Meeting, October 14, 2026, Prosser School District Boardroom, 6:00 pm.

B. Adjourn Meeting

The Regular Board Meeting adjourned at 7:35 pm.

Clerk to the Board

Board President

Secretary to the Clerk of the Board

Attachment A – Zoom Chat

N/A

REUNIÓN ORDINARIA DE LA JUNTA

Actas de la Reunión
Sala de Juntas del Distrito Escolar Prosser
1203 Prosser Ave.
Prosser, WA 99350

Miércoles, 23 de septiembre de 2026 a las 6:00 PM

I. Puntos de Apertura

A. 6:00 p.m. Convocatoria a la Reunión Ordinaria de la Junta

La reunión ordinaria de la Junta directiva del Distrito Escolar de Prosser fue convocada a las 6:00 p.m. por el presidente Jason Rainer.

B. Juramento a la Bandera

C. Régistro de Asistencia – Pase de lista

Presidente Jason Rainer – Presente
Directora Elisa Riley – Presente
Director Frank Vermulm – Presente
Vicepresidenta Michelle O'Brien – Presente

Superintendente Kim Casey – Presente
Directora de Finanzas y Operaciones Shawn Cook – Presente
Director de Subvenciones, Evaluación y Programas de Primaria Kevin Gilman – Presente

D. Aprobación de la Agenda

Moción para aprobar la agenda por el presidente Jason Rainer, secundada por la directora Elisa Riley. La moción fue aprobada.

II. Protocolo para Dirigirse a la Junta

A. ¡Bienvenidos a la Reunión de la Junta!

III. Audencia de Visitantes.

Sin comentarios públicos.

IV. Información

A. Informe del Edificio: Escuela Primaria Whitstran

La directora Julaine Groeneveld informó que el año escolar ha comenzado muy bien, con las evaluaciones ARC completadas en un 94% y con pequeños grupos de lectura que comenzarán próximamente. El personal está identificando a los estudiantes que necesitan apoyo adicional y continúa con el desarrollo profesional y los esfuerzos de mejora escolar. La escuela también continúa su colaboración con la Biblioteca Mid-Columbia y recientemente recibió 200 mochilas y útiles escolares de Costco. Las próximas actividades incluyen la asamblea del Estudiante del Mes, el reconocimiento del Desafío de Tiempo de Pantalla de Verano, la asamblea del Día de los Veteranos y el Turkey Trot.

B. Informe del Departamento: Departamento de Atletismo

El director de Atletismo, Jackson Haak, informó sobre la participación en los deportes de otoño, con 113 atletas de la escuela intermedia, ocho más que el año pasado, y 204 atletas de la secundaria, tres menos que el año pasado. El fútbol americano de la escuela secundaria cuenta este año con tres equipos: varsity, JV y C, siendo la primera vez desde la pandemia. El equipo C tendrá varios partidos en casa para brindar más oportunidades de competencia y reducir los costos de viaje. Haak también habló sobre las plataformas para transmitir eventos deportivos, señalando que NFHS es una opción económica y ampliamente utilizada, mientras que Huddle ofrece transmisiones de mayor calidad, pero puede ser más costosa para las familias. También explicó los desafíos para programar partidos de JV y del equipo C debido a las distancias de viaje y las diferencias entre los programas de otras escuelas.

C. Informe del Edificio: Escuela Primaria Keene Riverview

La directora Kasey Blair informó que la Escuela Primaria Keene Riverview ha tenido un excelente comienzo de año, con el personal enfocado en la colaboración, las rutinas de los estudiantes y la creación de una comunidad escolar positiva. La escuela ha implementado un nuevo salón de habilidades sociales para estudiantes de kindergarten, enfocado en el juego intencional, las habilidades sociales y la resolución de problemas. Los maestros están completando las evaluaciones iniciales de ARC y pronto comenzarán los grupos de lectura por niveles. La escuela también está utilizando estrategias de PBIS, incluyendo una tienda de premios para estudiantes, y comenzará asambleas mensuales para reconocer a los estudiantes. Las próximas actividades incluyen una excursión de primer grado a una granja de calabazas y una visita de un globo aerostático.

V. Temas de Discusión

A. RESUMEN: Viaje Fuera del Estado: Personal del Programa Migrante a Virginia Beach, VA

Debido a una enfermedad y una emergencia familiar, el personal del Programa Migrante no pudo asistir. Este tema de discusión se trasladará a la reunión de la Junta Directiva del 14 de octubre.

B. Proyecto de Modernización de la Cocina de Housel Middle School

La superintendente Kim Casey informó que la cocina de Housel Middle School será modernizada, incluyendo el reemplazo de lavavajillas antiguo, reparaciones del horno y la reparación de un mostrador. El proyecto cumple con los requisitos para recibir fondos de proyectos de capital y mejorará las operaciones y las condiciones de trabajo en la cocina. Se obtendrán cotizaciones que se presentarán a la Junta junto con un contrato para su aprobación. La Junta también discutió revisar las prioridades de la propuesta de capital del distrito y reanudar las conversaciones que se pausaron el año pasado.

C. Informe de Negocios y Operaciones

La directora de Negocios y Operaciones, Shawn Cook, presentó un nuevo informe financiero mensual que destaca el aumento de la matrícula, los niveles de efectivo disponible y las tendencias de gastos. Continuará perfeccionando el informe y desarrollando procedimientos consistentes para la codificación financiera. La Junta expresó su agradecimiento por el informe y solicitó información adicional sobre los saldos de los proyectos de capital y los fondos ASB.

VI. Informes por los Representantes Estudiantiles

A. Representante Estudiantil Olivia Smasne

No estuvo presente; no presentó informe.

B. Representante Estudiantil Ezri Roy

No estuvo presente; no presentó informe.

C. Representante Estudiantil Reagan Andrews

No estuvo presente; no presentó informe.

VII. Elementos de Acción

A. Donación de Piano

Moción para aprobar fue presentada por el presidente Jason Rainer. Secundada por la directora Elisa Riley. La moción fue aprobada.

B. Capacitación para el Maestro de Guitarra con Viaje Fuera del Estado

Moción para aprobar fue presentada por el presidente Jason Rainer. Secundada por la vicepresidenta Michelle O'Brien. La moción fue aprobada.

C. Acuerdo de Soporte Tecnológico

Moción para aprobar fue presentada por el presidente Jason Rainer. Secundada por el director Frank Vermulm. La moción fue aprobada.

D. Baile de Homecoming de PHS 2026

Moción para aprobar fue presentada por el presidente Jason Rainer. Secundada por la directora Elisa Riley. La moción fue aprobada.

E. Acuerdo Intergubernamental entre la Ciudad de Prosser y el Distrito Escolar de Prosser

Moción para aprobar fue presentada por el director Frank Vermulm. Secundada por la directora Elisa Riley. La moción fue aprobada.

F. Resolución N.º 14-26

Moción para aprobar fue presentada por el presidente Jason Rainer. Secundada por el director Frank Vermulm. La moción fue aprobada.

G. Comprobantes de Pago y Nómina

Moción para aprobar fue presentada por el presidente Jason Rainer. Secundada por el director Frank Vermulm. La moción fue aprobada.

VIII. Elementos de Consentimiento

A. Personal Clasificado

B. Aprobación de Actas

Moción para aprobar los puntos de consentimiento presentada por la vicepresidenta Michelle O'Brien. Secundada por la directora Elisa Riley. La moción fue aprobada.

IX. Informes

A. Director de Subvenciones, Evaluación y Programas de Primaria Kevin Gilman

El director de Subvenciones, Evaluación y Programas de Primaria, Kevin Gilman, proporcionó actualizaciones sobre la subvención del Título I, la capacitación profesional de McKinney-Vento, la implementación de Thinking Maps, los fondos para estudiantes bilingües y los requisitos de LAP. También informó que las escuelas están preparando sus planes de Thinking Maps y la capacitación del personal para el año.

B. Directora de Negocios y Operaciones Shawn Cook

La directora de Negocios y Operaciones, Shawn Cook, compartió actualizaciones sobre la nómina, el trabajo financiero de fin de año y los informes. Señaló que el trabajo de fin de año está adelantado y que el informe de personal S275 ha sido finalizado.

C. Superintendente Kim Casey

La superintendente Kim Casey destacó la sólida colaboración y comunicación dentro del distrito, señalando que el trabajo de fin de año está avanzando bien. Proporcionó actualizaciones sobre la venta de propiedades, las instalaciones, las solicitudes de registros públicos, el centro de aprendizaje temprano y las alianzas con Prosser Memorial Health. Kim también enfatizó la importancia de mantener las oportunidades de CTE para los estudiantes a pesar de los cambios propuestos a los requisitos estatales de graduación, y compartió actualizaciones de ESD 123 y eventos comunitarios.

D. Informes por los Miembros de la Junta

A. **Vicepresidenta Michelle O'Brien**

La vicepresidenta Michelle O’Brien elogió la energía positiva, el trabajo en equipo y la capacidad de resolver problemas de manera creativa en el distrito, reconociendo el arduo trabajo y la dedicación del personal en todos los niveles.

B. Director Brian Weinmann

No estuvo presente; no presentó informe.

C. Directora Elisa Riley

La directora Elisa Riley destacó el próximo desayuno de la Sociedad Nacional de Honor durante el fin de semana de Balloon Rally, animando a apoyar el evento y expresando su agradecimiento a los numerosos voluntarios que ayudan a hacerlo posible.

D. Presidente Jason Rainer

El presidente Jason Rainer compartió sobre su asistencia a una recaudación de fondos de Lower Valley Young Life y elogió la generosidad y el apoyo de las comunidades locales. Destacó el impacto de la organización en los jóvenes, alcanzando aproximadamente a 900 estudiantes el año pasado, y enfatizó cómo las comunidades pequeñas trabajan juntas para brindar experiencias y oportunidades positivas a los jóvenes.

X. Puntos Finales

A. Futuras Reuniones

Reunión ordinaria de la Junta, 14 de octubre de 2026, sala de juntas del distrito escolar Prosser, 6:00pm.

B. Reunión de Levantamiento

La reunión ordinaria de la Junta se levantó a las 7:35pm.

Secretario de la Junta Escolar

Presidente de la Junta Escolar

Secretario del Empleado Administrativo de Junta Escolar

Anexo A – Chat por Zoom

No aplica

Coversheet

Director of Grants, Assessment and Elementary Programs

Section:	IX. Reports
Item:	A. Director of Grants, Assessment and Elementary Programs
Purpose:	FYI
Submitted by:	
Related Material:	PD Plan Prosser Year 2.pdf Prosser - LinkIt! Goals & Training Plan.pdf Prosser_Professional_Learning_Plan_2026-2027.docx.pdf

Year 2 ARC Core Professional Learning Plan

AMERICAN READING COMPANY

District: Prosser SD Coach: Maria Rojas Drafted on 9/18/26

Learning Cycle – Accelerating Biliteracy Through the Intentional Use of Language Objectives, Oracy Strategies, and Writing Strategies

Your professional learning plan is tailored to support your specific needs and implementation goals. The plan outlined below highlights key focus areas for professional growth. This plan can be further customized in partnership with your ARC Coach by incorporating evidence of both student and adult learning, as well as aligning with the current stage of implementation.

Visit Focus 4 Coaching Visit Cycles Each visit should include a leadership meeting in the morning and an afternoon Check-In	Visits Dates
Focus: Understanding the language students need to successfully access and demonstrate content learning **Morning Workshop**: From Content Objectives to Language Objectives • Build understanding of the purpose and importance of language objectives and their connection to content standards and student success. • Deepen understanding of the components of a language objective: function, mode, application, and success criteria. • Examine how vocabulary, sentence structures, sentence stems, and teacher directions intentionally support students in meeting the language objective. **Afternoon PLC:** • Apply learning to an upcoming ARC lesson by developing a purposeful language objective. • Collaboratively share and refine language objectives based on the lesson's demands. • Rehearse and prepare for intentional classroom application.	9/29/26 Intermediate (Heights) 9/30/26 Primary (KRV)
Focus: Moving the language objective from the plan into students' daily speaking and listening **Morning Workshop**: Building Oracy Through Intentional Instruction • Connect language objectives to purposeful student talk and instructional decision-making. • Identify opportunities within the Teacher Guide to intentionally embed oracy through speaking and listening routines. • Explore and plan oracy supports such as sentence stems, prompts, partner structures, and questioning within an upcoming lesson. **Afternoon PLC:** • Plan meaningful oracy opportunities within an upcoming lesson. • Apply purposeful oracy strategies directly to instruction. • Ensure clear follow-through from the language objective to what students say and do.	10/27/26 Primary (KRV) 10/28/26 Intermediate (Heights)
Focus: Ensuring students transfer oral language and reading comprehension into successful writing **Morning Workshop**: From Speaking & Reading to Writing • Examine the connection between listening, speaking, reading, and writing and how each supports students' language and literacy development. • Explore strategies that help students transfer oral language and reading experiences into written language. • Identify collaborative writing routines and structures within ARC lessons that support multilingual learners and build toward independent writing. **Afternoon PLC:** • Apply the learning by planning collaborative and independent writing opportunities within upcoming instruction.	1/26/27 Intermediate (Whitstran) 1/27/27 Primary (Whitstran)
Focus: Analyzing impact, identifying gaps, and responding with targeted writing strategies **Morning Workshop**: Using Student Writing to Determine Next Instructional Moves • Analyze Unit 3 writing pre-assessment data and student work to identify growth, patterns, and gaps.	3/16/27 Primary (KRV) 3/17/27 Intermediate (Heights)

PreK	K		1		2		3	4	5	6	7	8	9 & 10	11 & 12
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl
LAM	1-3A	V		T	1Az	2Az	1R	2R	Bl	Ne	An	Pú	1Br	2Br	Pl	Oro

Year 2 ARC Core Professional Learning Plan

AMERICAN READING COMPANY

• Reflect on the instructional moves from Visits 1–3 that supported student success and determine areas needing additional support. • Use identified students' needs to select and explore targeted Writing Revolution strategies and routines for next steps. **Afternoon PLC:** • Plan next instructional moves that continue connecting language objectives, oracy, reading, and writing.	

Prosser School District - LinkIt! Partnership Goals & Training Plan

LinkIt is the data warehousing and reporting platform that will be implemented for the 2026-27 school year. Below is an outline of the goals of implementation and the LinkIt training plan for leadership and staff during the **first half of the 2026-27 school year**. At the mid-year meeting, we will evaluate progress toward goals and establish new goals for the remainder of the school year.

	Description	Timeframe	Measures of Success
Goal #1 Benchmark Administration	Teachers will be able assign LinkIt Benchmarks to students, monitor student testing, and review results.	8/26-10/26	All teachers will assign and administer Form A Benchmarks within the testing window and know how to access results for their students.
Goal #2 Test Authoring	Create and administer local assessments (focusing on Math) on LinkIt (pre/post assessments) Create assessments to monitor progress	8/26-12/26	The district will determine which assessments will be created in LinkIt. LinkIt will provide training to support assessment creation, administration, grading, and data analysis for assessment in the platform.
Goal #3 Data Warehousing & Reporting	Centralize Data Sets LinkIt will load the specified 3rd-party data. Stakeholders will use dashboards and reporting to analyze students holistically.	08/26-12/26	Stakeholders will be able to navigate off-the-shelf dashboards, access individual student reports (Student Hub), and create grade-level reports for multiple assessments (Student Results).

Prosser School District - LinkIt! Partnership Goals & Training Plan

*All virtual sessions will be recorded for anyone who is unable to attend or needs a refresher.

Audience for Training	**Date(s) Training Offered**	**Focus of Training**	**Format of Training**	**Total Time** 3 days = 18 hours
Teachers	August 26 (~45-60 minutes)	Introduction to LinkIt! & Benchmark Assessments	Virtual*	1 hour
All District Stakeholders	September 9th (Open Office Hours)	Q&A Online Testing Basics	Virtual* 4 - 30 minute sessions	2 hours
District Leaders School Leaders Teachers	October 8 (~45-60 minute small group sessions)	Reporting Basics: Student Hub and Student Results	Onsite (could also be done virtually if needed)	6 hours
Instructional Coaches/Teacher Leaders	October 14	Introduction to Assessment Studio & Mastery Item Bank	Virtual*	1 hour
All Stakeholders	November 5th (Small group sessions by grade level span: ES, MS, HS) (~1 hours/session)	Introduction to Off the Shelf Dashboards and Managing/navigating dashboards	Virtual*	3 hours
All District Stakeholders	December 9th (Open Office Hours)	Q&A Reporting and Dashboards	Virtual* 4 - 30 minute sessions	2 hours
District Leaders School Leaders	January 27th	MOY CHECK IN MEETINGS	Virtual*	n/a

PROSSER SCHOOL DISTRICT

Professional Learning Plan

2026-2027 | Panorama Education Partnership

Purpose. Use the 2026-2027 professional learning cycle to strengthen consistent data inquiry, connect student data to instructional decisions, and build staff capacity to use Panorama and Solara as practical tools within Prosser's existing systems.

Recommended learning arc. Start with teachers using student-level data to strengthen Tier 1 instruction; use the onsite session to develop teacher leaders who can extend the work in each building; then use the remaining virtuals to deepen MTSS/data-use practices and evaluate implementation.

Strategic Alignment

Strategic priority	What it calls for	PL connection
Instruction	1.3: Increase consistency across grade levels by aligning curriculum and assessments; define consistent instructional practices; provide collaboration opportunities.	Use student data + curriculum-connected Solara support to make instructional responses more consistent across classrooms.
Instruction	1.4: Increase professional development; develop PLC infrastructure to examine student data; ensure high-quality professional learning.	Build a job-embedded learning cycle: learn -> practice -> apply -> reflect, with teacher leaders supporting transfer.
Culture & Communication	2.2: Provide equitable social, emotional, physical, and mental health support through an MTSS approach.	Keep the student at the center and connect Panorama data to a broader system of support and timely adult response.
Student Success	3.2: Expand systems of support for all students, including an academic MTSS.	Use the platform to identify students, examine patterns, plan supports, and monitor progress.
Student Success	3.4: Evaluate and prioritize staff needs to support student success, including literacy and mathematics.	Use implementation and usage data to identify where staff need additional support and where practices are taking hold.

Learning Design Principles

- Keep the work practical: each session should result in a usable product, decision, or routine.
- Build from data to action: Student Overview -> Student Profile -> identify a need -> use Solara to support the response.
- Connect to Prosser priorities: especially literacy, WIDA language demands, academic MTSS, and PLC/data inquiry.
- Use a train-the-trainer approach in November so each building has teacher leaders who can extend the work.
- Use implementation data between sessions to identify adoption gaps and target the next learning move.

2026-2027 Professional Learning Sequence

When	Format	Primary audience	Focus & practice	Evidence of progress
Early fall	**Readiness checkpoint**	**District / school leads**	Confirm rostering and data readiness for the	Clean data foundation and launch plan

When	Format	Primary audience	Focus & practice	Evidence of progress
			new school year; launch surveys when ready; confirm how LinkIt benchmark data and WIDA/ELA data will be used once available.	
October	Virtual 1 Districtwide teacher learning	All teachers (all buildings together)	Identifying literacy needs. Use Student Overview and Student Profile to identify students and patterns; connect WIDA language data to content-area needs; use Solara to scaffold an upcoming lesson. Teachers bring a lesson they will teach in the next 2-3 weeks.	Each teacher leaves with one usable scaffold / support
November	Onsite Train-the-trainer	Teacher leaders from each building	Deepen the data inquiry cycle; analyze implementation and usage; practice a teacher-leader facilitation move; build and refine curriculum-connected Solara resources/knowledge bases; identify what will be replicated in each building.	Building-level rollout plan + teacher leader practice resource
Winter	Virtual 2 Deepening practice	Teacher leaders + key MTSS staff	From insight to action: strengthen collaborative data inquiry and academic MTSS. Use student data to identify needs, organize students, document supports, and monitor whether the response is working.	Shared data routine + next-step actions
Spring	Virtual 3 Reflect & sustain	District leaders + teacher leaders	Use implementation/usage data and educator feedback to identify what is working, where support is needed, and which practices should become part of the 2027-2028 learning plan. Revisit literacy/WIDA needs and next priorities.	Sustainability priorities for next year

Session-Level Outcomes

Virtual 1 - October

By the end of the session, teachers will use Panorama student data to identify a small group of students and create a curriculum-connected scaffold or differentiation support in Solara.

Onsite - November

By the end of the session, teacher leaders will be ready to facilitate a repeatable data-to-action routine in their buildings and will leave with a refined resource/process they can model for colleagues.

Virtual 2 - Winter

By the end of the session, participants will strengthen a common routine for identifying student needs, coordinating supports, and monitoring response within the academic MTSS process.

Virtual 3 - Spring

By the end of the session, district and teacher leaders will use implementation evidence to identify high-leverage practices to sustain and priorities to address in 2027-2028.

Parallel Workstream: Solara & Instructional Materials

Before the October teacher launch, build a small, reusable knowledge-base foundation rather than a large library. The August 28 planning conversation identified Illustrative Mathematics as a likely first curriculum area, with WIDA reporting as another potential knowledge base. The priority is to establish one working example, learn from it, and then replicate the pattern across additional curricula and grade levels.

How We Will Know the Learning Is Taking Hold

- Teachers can identify students and patterns using Panorama without relying on a report-by-report tour of the platform.
- Teachers use Solara to strengthen Tier 1 instruction and respond to language/literacy demands within content-area lessons.
- Teacher leaders can model and facilitate the agreed-upon data inquiry routine in their buildings.
- Panorama is increasingly used in meetings and student support conversations as the shared place to view student information.
- Implementation and usage data are reviewed between sessions to target coaching and professional learning needs.

Roles Between Sessions

Role	Priority between sessions	Suggested evidence
District leaders	Protect time for teacher-leader implementation; communicate expectations for consistent use; review usage/data signals.	Brief implementation check-in; usage trends; identified support need.
School leaders	Reinforce a common data inquiry routine in PLC/MTSS work; identify where teams need support.	Evidence from team meetings; one bright spot + one barrier.
Teacher leaders	Practice the routine, model Solara/curriculum use, and bring colleague questions to the next session.	Sample artifact, facilitation notes, or teacher feedback.
Panorama PLD	Provide the next learning move based on implementation evidence; refine tools/knowledge bases; support data-informed planning.	Targeted agenda and next-step resources.

Source basis: Prosser School District 2023-2027 Strategic Plan (especially Instruction 1.3-1.4, Culture & Communication 2.2, and Student Success 3.2-3.4) and the August 28, 2026 Prosser-Panorama planning conversation.