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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):

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AI Guidance for Schools Toolkit (2025):

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AI Guidance for Schools Toolkit

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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

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

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.

→ 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

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.

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]:

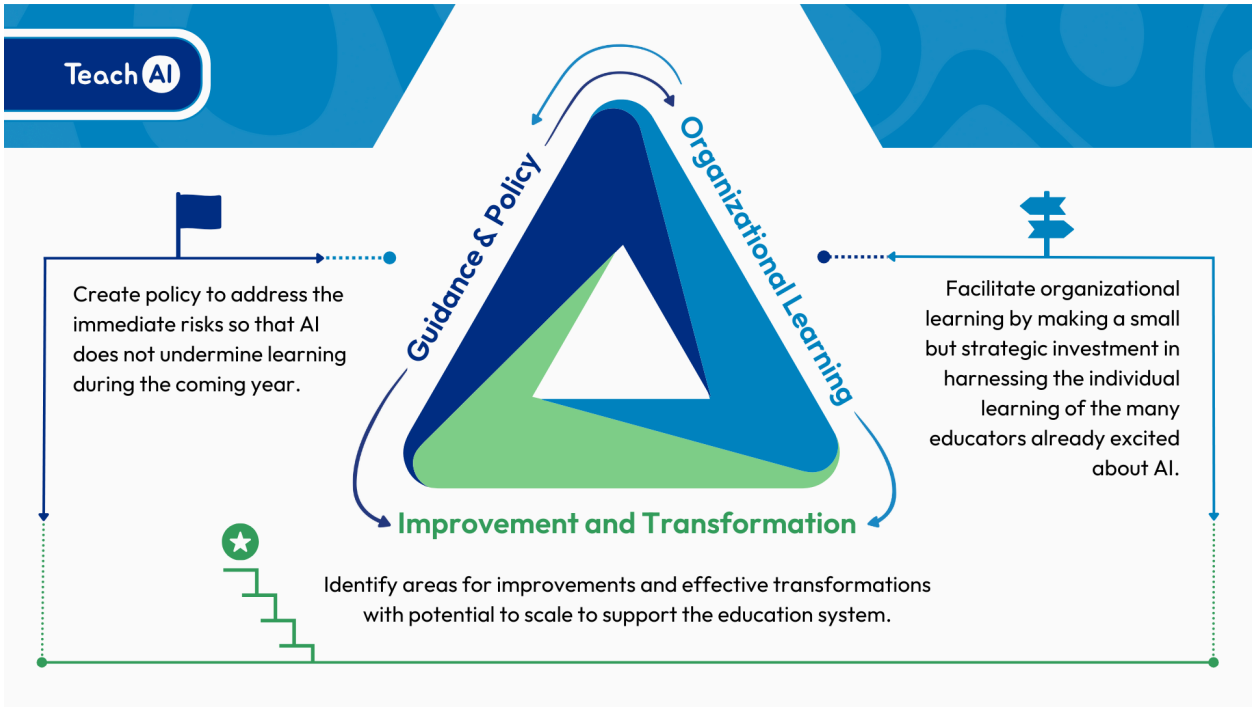
- Instructional materials
- Assessment and feedback
- Teacher professional learning
- Instructional strategy and pedagogy support for teachers
- Social tools
- Student support

⟶ 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/

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

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

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

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.

> **"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.

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

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

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

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.

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/

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:

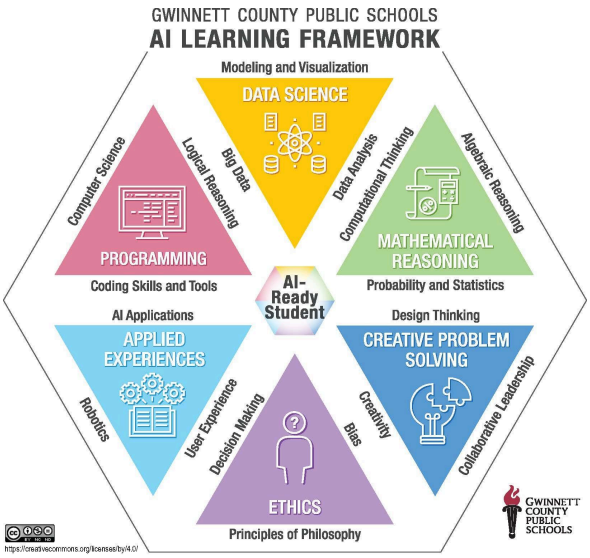
- Policymakers will be better able to assess and mitigate risks, from data privacy threats to overreliance on automation.

- 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.



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

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

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/

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

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.

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

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?*

Teach AI

- ☐ *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

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.

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

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.

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.

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.

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.

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**

- **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.

- **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)

- **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).

- **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.

    - **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.

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.

- **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

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

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

Table of Contents

⟶ 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

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

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

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

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

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.

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

- 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.

🧩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.

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.

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]

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

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

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]

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.*

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."

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.

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.