

MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable Emanuel “Chris” Welch, Speaker of the House
The Honorable Tony McCombie, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable John Curran, Senate Minority Leader

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: June 30, 2026

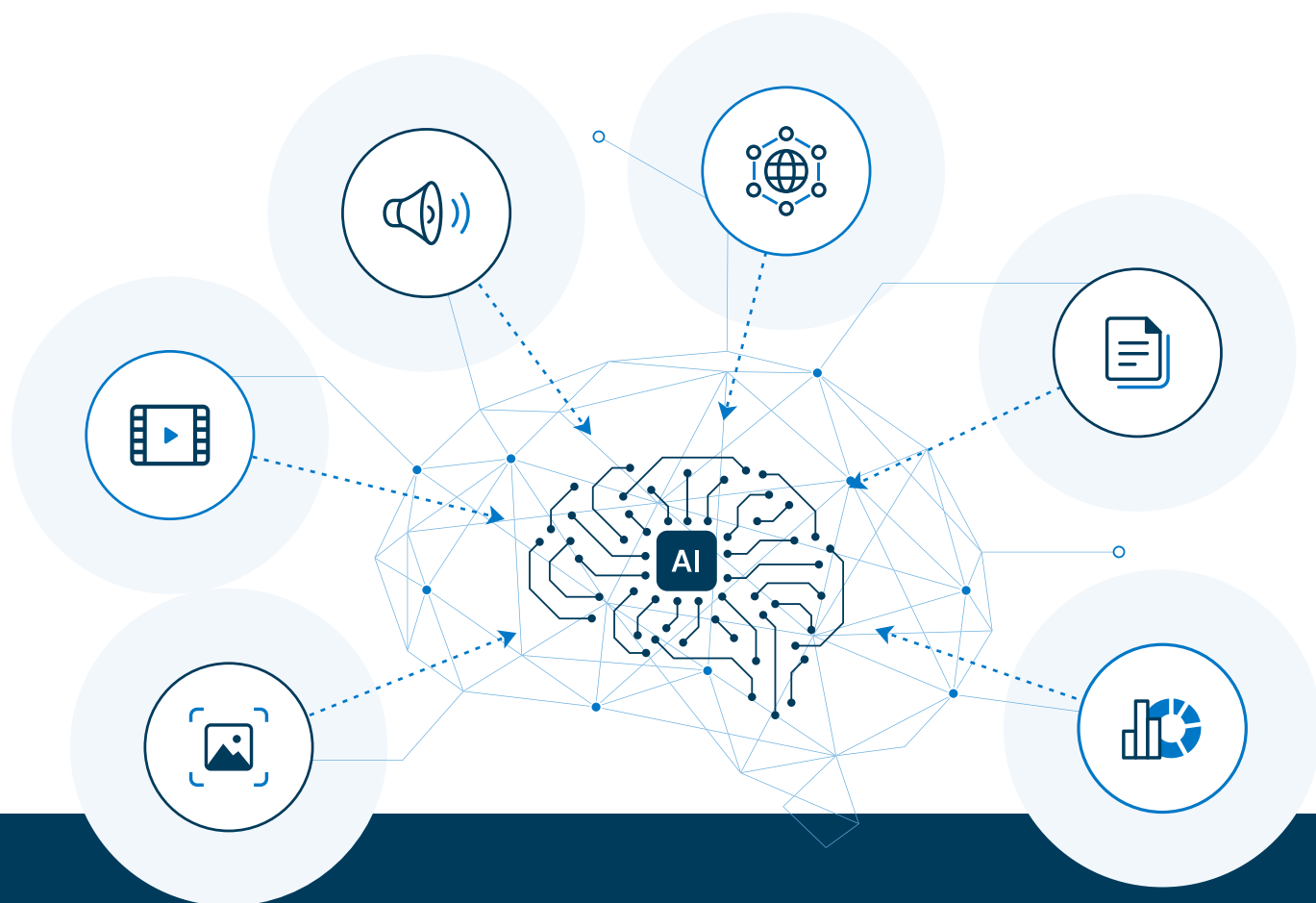
SUBJECT: Statewide Guidance on the Use of Artificial Intelligence as Mandated by 105 ILCS 5/2-3.118a

The Illinois State Board of Education respectfully submits the Statewide Guidance on the Use of Artificial Intelligence to the Governor and General Assembly to fulfill the requirements of 105 ILCS 5/2-3.118a. The guidance will be posted on ISBE’s website, and ISBE will hold a webinar in early August to walk school districts through the guidance ahead of the school year.

This guidance is transmitted on behalf of the state superintendent of education. For additional information, please contact Cynthia Lund, chief governmental relations officer, at 217-782-6510 or clund@isbe.net.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

Artificial Intelligence Guidance



Acknowledgments

The Illinois State Board of Education (ISBE) extends its sincere appreciation to the “Blue Ribbon Panel” of experts who generously shared their time, leadership, and expertise to assist with the development of this statewide guidance for Illinois school districts and educators on the use of artificial intelligence (AI) in elementary and secondary education.

This guidance was developed in response to Public Act 104-0399. In 2025, ISBE was charged with “develop[ing] statewide guidance for school districts and educators on the use of artificial intelligence in elementary and secondary education.” Public Act 104-0399 also makes clear that the guidance should address how artificial intelligence may be used at the district, school, and classroom levels to inform teaching and learning practices while preserving the human relationships essential to effective teaching and learning.

That charge matters. The guidance is not organized around artificial intelligence as a technology to be adopted for its own sake. It is organized around the enduring educational premise that the teacher-student interaction is the centerpiece of teaching and learning. AI may assist with planning, access, feedback, communication, operations, and resource development, but it must remain a means to inform teaching and learning rather than a substitute for educator judgment, student relationships, or the developmental and civic purposes of public schooling.

Informed use of AI in school settings is complex work. ISBE is grateful for working with and learning from:

- **Mr. Vilas Dhar**, president and trustee of the Patrick J. McGovern Foundation, who brings a public-purpose and civic-infrastructure lens to the use of artificial intelligence in the public sector
- **Dr. Rebecca Winthrop**, director of the Center for Universal Education at the Brookings Institution, whose work is grounded in deep expertise on students, learning, human development, and education systems in an AI-shaped world
- **Ms. Vicki Zubovic**, chief external relations officer, and **Mr. Jason Hovey**, director of school partnerships, at Khan Academy, whose experiences with educational technology partnerships; large-scale AI-supported learning; and practical knowledge of district partnerships, implementation, and school-system readiness provide an international, national, and state set of perspectives
- **Ms. Julia Wynn**, senior director of state government affairs for CodeAI, who connects state policy expertise in computer science, AI literacy, teacher preparation, and equitable student access
- **Mr. James Larimore**, co-founder and chairperson of the EdSAFE AI Alliance, whose national leadership in safe, effective, equitable, and trustworthy AI governance in education provides insight from which to craft locally responsive policies that prioritize student learning, well-being, and safety

- **Mr. Bruce Reed**, head of AI safety initiatives at Common Sense Media, and who previously served as President Biden’s deputy White House chief of staff for policy where he led the administration’s efforts on AI, adds expertise in AI safety, youth protection, family-facing guidance, and public policy
- **Dr. Joseph Fatheree**, former Illinois Teacher of the Year and current Innovation Specialist at Oak Ridge Schools, whose perspective as an educator and innovator attentive to cognition, learning, classroom practice, and the human dimensions of AI further informs the importance of “readiness,” writ large, tied to the nuances of AI use in teaching and learning
- **Dr. Tina Halliman**, 2026 Illinois Association of School Administrators South Cook Region Superintendent of Distinction and superintendent of schools for SPEED Special Education Cooperative District 802, whose work centers on student need, access, individualized support, and the conditions necessary for all students to learn
- **Dr. Tony Sanders**, State Superintendent of Education, Illinois State Board of Education
- **Dr. Jason Helfer**, Special Advisor to the State Superintendent of Education, Illinois State Board of Education

Illinois is very fortunate on account of the time, expertise, and care and tending in support of guidance that prioritizes the teacher-student interaction while helping districts consider informed AI use with care, purpose, and local judgment in light of student development as individuals and citizens. Their contributions helped strengthen guidance that speaks to the realities of AI use across district, school, and classroom settings while remaining anchored in human relationships, professional judgment, student assets, developmental appropriateness, equity, accessibility, privacy, safety, accountability, and civic responsibility. ISBE is grateful for their willingness to share their experience and expertise in service of Illinois students, educators, and school communities.

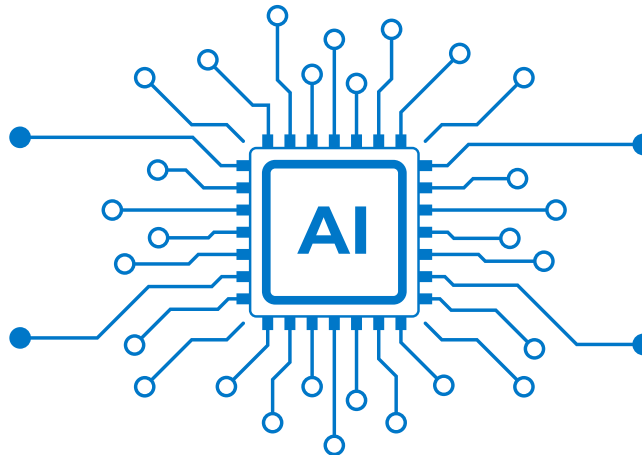
Quick Start FAQ

This guidance was developed to provide an Illinois-specific frame for informed, context-sensitive, and educationally grounded AI use. The guidance grows out of two Public Acts, including Public Act 104-0399, which charged ISBE with developing statewide guidance on AI use in elementary and secondary education. It is meant to help Illinois educators navigate both the uses and the limitations of AI in prekindergarten through Grade 12 settings.

The Quick Start FAQ is organized around four guiding tenants:

1. Teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school

2. Schools serve academic, developmental, and civic purposes concurrently



3. Artificial intelligence is a means to inform teaching and learning rather than an end in itself

4. Informed use requires deliberate, context-sensitive, and locally determined purpose and use

Building upon these tenants, the purpose of the guidance is to serve as a resource for school districts considering the variety of topics germane to the use of AI to inform teaching and learning.

The structure is intentional. Organizing the FAQ in this way is meant to assist readers in understanding the scope of the document through considering the tenants framed in question form. Moreover, the section(s) where a more robust explanation within the document is located is/are shared.

These tenants, threaded throughout the guidance, emphasize the centrality of the student-teacher interactions as the ground from which all teaching and learning occur. Considerations of how and to what extent AI adoption can augment this are contemplated through the need to develop common understandings of purpose and use of the AI by those impacted by it, use cases, legal needs and requirements, and suggestions for available resources that can be modified by school districts.



Teaching and learning are shaped by human relationships and build upon **the experiences, interests, and assets each child brings into school.**

Question 1: What assumptions about teaching, learning, and the role of artificial intelligence underlie this guidance?

Audience: Superintendent; principal; teacher; parent/caregiver; advocate/stakeholder group; community

Answer: The guidance is grounded in the assumption that the centerpiece of teaching and learning is the interactions between students and their teachers. Artificial intelligence can support aspects of teaching and learning. Use of AI should be considered in light of how it can inform instructional planning and delivery and enrich student engagement through its developmentally appropriate application within acts of teaching and learning. It is not a substitute for professional judgment or a primary means of, or for, student engagement.

Section(s): Welcome Letter; Start Here: How to Use This Guidance; AI for Teaching and Learning > Using AI for Instructional Planning - Keeping Students at the Center

Question 2: How does the guidance address the role and importance of prompt development for teacher use, including its use in the planning and delivery of instruction to enrich student engagement?

Audience: Teacher; principal; central office administration

Answer: Just as clear language and directions are essential in teaching and learning without AI, strong and clear prompts are more likely to provide instructionally aligned outputs. Thoughtful prompt design is an important thread of professional learning for teachers as well as essential in the development of digital citizenship for students.

Section(s): AI for Teaching and Learning > Developing Prompts Using AI for Instructional Planning

Question 3: How does the guidance address the role of AI in planning and delivery of instruction?

Audience: Teacher; principal; central office administration

Answer: The idea that AI can support planning and delivery while enhancing the human dimensions of instruction underpins the document as a whole. The guidance distinguishes between AI as a means in the planning and delivery of instruction and always in support of teaching and learning and how the results generated through informed AI use are always in service of instruction.

Section(s): AI for Teaching and Learning > Taxonomy as a Lens for Instructional Planning; AI for Teaching and Learning > Developing Prompts Using AI for Instructional Planning

Question 4: In what ways does the guidance emphasize how AI may enrich student experience?

Audience: Teacher; principal; student; parent/caregiver

Answer: Throughout the guidance, there is an emphasis on enriching student experience by centering on forms of engagement (e.g., between teacher and students, with AI applications, and the like), and how these engagements are central in the development of selfhood and as a citizen.

Section(s): AI for Teaching and Learning > Using AI for Instructional Planning - Keeping Students at the Center; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as an Individual and Citizen - An Ecological Framework

Question 5: What does the guidance suggest to minimize undue reliance on, or overconfidence in, AI?

Audience: Teacher; principal; student; parent/caregiver

Answer: The guidance emphasizes the importance of “trust but verify” when AI is used. Prior to any use of AI, the purpose and use must be clearly identified by those impacted by the implementation. Doing so also includes the identification of clear feedback loops to ensure goodness of fit of the AI for the intended purpose and use.

Section(s): AI for Teaching and Learning > Using AI for Instructional Planning - Keeping Students at the Center; Appendices > Appendix: Misalignment Scenarios and Prompt Quality Examples

Question 6: How does the guidance address the importance of differentiating student AI use by age and/or grade level?

Audience: Teacher; principal; central office administration; parent/caregiver

Answer: As uniform approaches that are developmentally agnostic are more likely to lead to unintended consequences when any educational technology is implemented, informed use of AI as a means to inform the planning and delivery of instruction and enrich student experience must be predicated upon developmentally appropriate practice. This guidance addresses this concern through the differentiation of cases at the P-2, 3-5, 6-9, and 9-12 grade bands as well as frameworks that explicitly contemplate human development and age-appropriate digital literacy and civic literacy.

Section(s): AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as a Student and Citizen - Cases by Grade Band > PreK-Grade 2; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as a Student and Citizen -

by Grade Band > Grades 3–5; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as a Student and Citizen – Cases by Grade Band > Grades 6–8; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as a Student and Citizen – Cases by Grade Band > Grades 9–12; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Digital Citizenship and AI Literacy Curricula by Grade Band Center; Appendices > Appendix: Misalignment Scenarios and Prompt Quality Examples

Question 7: How does the guidance keep the healthy development of young people at the center of teaching and learning?

Audience: Superintendent; principal; teacher; parent/caregiver; advocate/stakeholder group

Answer: The guidance presents student well-being, development of agency (i.e., a sense of self) and as a participating member of society with obligations to others as core anchors for policy and classroom decisions. Informed AI use as a means must be considered in light of how it supports the healthy development of a child’s identity, competence, confidence, and as a citizen.

Section(s): AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as an Individual and Citizen – An Ecological Framework; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as a Student and Citizen – Cases by Grade Band

Question 8: How does the guidance consider student social and emotional health and healthy development in light of artificial intelligence within and outside of schooling?

Audience: Principal; teacher; central office administration; student; parent/caregiver

Answer: Within schooling, the guidance emphasizes that artificial intelligence should support identity formation emerging from teacher–student interaction. Outside of schooling, it connects healthy development to awareness of one’s responsibility as a citizen as well as and through acting in ways that eliminate AI used for manipulation, bullying, and synthetic-media misuse.

Section(s): AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as an Individual and Citizen – An Ecological Framework; Appendices > Appendix: Student Selfhood, Engagement, and Agency in AI-Mediated Schoolwork

Question 9: How does the guidance provide resources on AI literacy and digital citizenship for gifted and talented students?

Audience: Teacher; principal; central office administration; parent/caregiver; advocate/stakeholder group

Answer: The guidance addresses considerations of how the use of AI can serve to challenge the perspectives of gifted and talented students in the creation and evaluation of work products, safeguards, literacy needs, and instructional implications for students in enrichment programs and accelerated learning opportunities.

Section(s): Equity, Accessibility, and Student Groups > Gifted and Talented (G/T); AI Resources, Tools, and Decision Supports > Special Populations

Question 10: How does the guidance keep the healthy development of young people at the center of teaching and learning?

Audience: Teacher; principal; central office administration; parent/caregiver; advocate/stakeholder group

Answer: In addition to the information on AI literacy and digital citizenship for all student populations, the guidance addresses students identified for special education services through emphasizing the importance of adult oversight and student awareness of safeguards and the need to ensure that appropriate differentiation approaches are aligned with the individual student need (e.g., meeting the specifics of an IEP/504 plan, integration with other assistive technologies, and the like).

Section(s): Equity, Accessibility, and Student Groups > High-Incidence Learning Disability; Equity, Accessibility, and Student Groups > Twice exceptional (2e); AI Resources, Tools, and Decision Supports > Special Populations

Question 11: What guidance is provided for the use of AI resources and, in particular, AI literacy and digital citizenship for students receiving special education services?

Audience: Teacher; principal; central office administration; parent/caregiver; advocate/stakeholder group

Answer: In addition to the information on AI literacy and digital citizenship for all student populations, the guidance addresses students identified for special education services through emphasizing the importance of adult oversight and student awareness of safeguards and the need to ensure that appropriate differentiation approaches are aligned with the individual student need (e.g., meeting the specifics of an IEP/504 plan, integration with other assistive technologies, and the like).

Section(s): Equity, Accessibility, and Student Groups > High-Incidence Learning Disability; Equity, Accessibility, and Student Groups > Twice exceptional (2e); AI Resources, Tools, and Decision Supports > Special Populations

Question 12: How does the guidance address teacher use of AI for planning, feedback, and communications?

Audience: Teacher; principal; central office administration

Answer: The guidance suggests that teacher use of AI must be predicated upon clarity of instructional goals (i.e., clarity on purpose/use of the AI to inform lesson and unit development) in light of informed use (e.g., district AI policies, authorized use policies, responsible use policies) and the need for “trust but verify” routines that allow the teacher to refine or retire the resources. These aspects are of particular importance in order to reduce the risk of hallucinations as well as the need to resist the products produced through AI as automatically accurate or authoritative without the need for human review.

Section(s): AI for Teaching and Learning > Developing Prompts Using AI for Instructional Planning; AI Resources, Tools, and Decision Supports

Question 13: How does the guidance address AI use in student services, such as counseling triage, Multi-Tiered System of Supports (MTSS) supports, and attendance interventions?

Audience: Superintendent; central office administration; principal; teacher; parent/caregiver

Answer: The guidance presents the view that student-services uses supported in any way by AI should be very carefully considered due to the nature of the services and those affected by them. Explicit protocols that include risk tiering, safety review, and fairness review, all predicated upon human oversight, are paramount. Importantly, educators must be aware of the potential for students to use AI as a personal counselor and the risks, potential misinformation, and impact of a student's sense of self inherent in this, as well as how bias can be disguised when AI is used for applications such as early warning systems.

Section(s): Core AI Concepts for Schools > AI Concepts; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > AI Application Review for Instruction and Operations and Goodness-of-Fit Example

Question 14: What does the guidance suggest regarding student preparation prior to permitted AI use?

Audience: Teacher; principal; student; parent/caregiver

Answer: The guidance suggests that student readiness should be developed through the concurrent deliberate engagement with and reflection on AI and in light of developmentally appropriate digital citizenship and civic literacy experiences.

Section(s): AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Digital Citizenship and AI Literacy Curricula by Grade Band; Appendices > Appendix: Digital Citizenship and AI Literacy Alignment by Content Area

Schools serve multiple purposes –

they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.

Question 15: How does the guidance provide resources that underscore the centrality of equitable access to developmentally appropriate AI applications for all students?

Audience: Superintendent; central office administration; principal; teacher; parent/caregiver; advocate/stakeholder group

Answer: Generally, the guidance frames equitable access through ensuring goodness of fit emerging from the development of common understandings for the purpose/use and reflection upon AI use. More specifically, centering the potential adoption of (i.e., equitable access to) AI upon the aforementioned as well as student interests and learning profile (e.g., IEP/504 Plan, Multilingual learning, gifted and talented student, and the like) and the student's role as a citizen in the larger society prefigure decisions about when AI use may be warranted and through what avenues to fine tune and ensure equitable access to it for all students.

Question 16: How does the guidance provide resources on AI literacy and digital citizenship for students?

Audience: Teacher; principal; student; parent/caregiver; central office administration

Answer: The guidance provides resources on artificial intelligence literacy and digital citizenship for students through a progression of grade-band cases, teacher-selection questions, and publicly available curriculum resources. It focuses on helping students develop an “AI sense” for ethical use, understand when and how artificial intelligence may be used appropriately, and build the habits of reflection, disclosure, verification, and responsible participation needed for school and civic life.

Section(s): AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Digital Citizenship and AI Literacy Curricula by Grade Band; Appendices > Appendix: Digital Citizenship and AI Literacy Alignment by Content Area; Appendices > Appendix: Digital Citizenship and AI Literacy in Specific Content Areas

Question 17: How does the guidance support stakeholder engagement and communication across internal and external audiences, and what tools are provided to support that work?

Audience: Superintendent; central office administration; principal; parent/caregiver; advocate/stakeholder group; community

Answer: The guidance prioritizes the essentiality of developing common understandings in light of possible purpose and use of AI through iterative stakeholder engagement and communication through community-engagement resources, stakeholder and constituency mapping tools, cases, and structured supports that district can adapt locally.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Practices That Support Collaboration in AI Adoption (i.e., Getting used to an idea); AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Collecting Perceptions and Beliefs – Item Development; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Stakeholder Engagement, Communication, and Readiness Cases

Question 18: How does the guidance address transparency, public communication, family notification, and stakeholder concern-raising related to artificial intelligence use?

Audience: Superintendent; central office administration; principal; parent/caregiver; advocate/stakeholder group; community

Answer: The guidance presents transparency as responsibilities of the school districts to invite and receive feedback on intended or potential use of AI, a means to teach about AI to the various groups affected by its use (e.g., increasing the familiarity with informed use of AI by school districts for pedagogical and operational uses). and for public accountability. Districts should maintain clear information about approved tools, their purpose and use, data security, and contact points for questions or concerns. The guidance also connects family notification and local consent-related routines to

community-engagement resources, policy templates, and family communication materials, while suggesting visible avenues for and cadences of stakeholders to provide feedback.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Stakeholder Engagement, Communication, and Readiness Cases; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Acceptable Use Policy (AUP); AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Informed Use Policy (IUP)

Question 19: How does the guidance address accessibility compliance, accommodations, and related considerations for AI tools?

Audience: Central office administration; principal; teacher; parent/caregiver; advocate/stakeholder group

Answer: Broadly, the guidance presents accessibility compliance, accommodations, and related considerations for AI tools through the notions of evidence and monitoring. More specifically, detailed information on the need for and development of district AI policies, acceptable use policies, and informed/responsible use policies are provided as well as the legal requirements that must be included.

Section(s): Equity, Accessibility, and Student Groups; AI Resources, Tools, and Decision Supports > Special Populations

Question 20: How does the guidance address language access and the use of artificial intelligence in district or school communications, including translation, messaging, and verification?

Audience: Central office administration; principal; teacher; parent/caregiver; community

Answer: The guidance addresses language access for school communications and instructional use by emphasizing translation quality, multilingual support, human review, and verification. It indicates that artificial intelligence-assisted messaging can be useful, but all communication should undergo human review to ensure accuracy.

Section(s): Equity, Accessibility, and Student Groups > Multilingual Learners (MLLs); AI Resources, Tools, and Decision Supports > Special Populations

Question 21: How does the guidance address monitoring for equity and bias for AI tools?

Audience: Superintendent; central office administration; principal; advocate/stakeholder group

Answer: The guidance addresses monitoring for equity and bias testing as ongoing responsibilities rather than one-time checks. It indicates that districts should review subgroup outcomes, accessibility, disparate impact, and error patterns in a regular cadence as well as share the results of and changes considered or implemented on account of the reviews with the various groups impacted by the AI. This testing should occur through diverse prompts, contexts, and users.

Section(s): Core AI Concepts for Schools > AI Concepts; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > AI Application Review for Instruction and Operations and Goodness-of-Fit Example; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Question 22: How does the guidance address misinformation, deepfakes, and safe media practices for artificial intelligence-generated content in school settings?

Audience: Central office administration; principal; teacher; student; parent/caregiver; community

Answer: The guidance treats deepfakes, misinformation, and other synthetic media concerns as issues of safety, integrity, consent, and trust. It indicates that districts should address these risks through the development and adoption of an AI district policy, authorized use policy, and informed/responsible use policy as they detail the district approach and larger legal guardrails for reporting and response protocols, student instruction in verification, and clear expectations for disclosure, labeling, and prohibition of harmful or non-consensual synthetic content.

Section(s): Core AI Concepts for Schools > AI Concepts; Appendices > Appendix: Internet Safety Curriculum; Appendices > Appendix: Student AI Challenges

Question 23: What sorts of materials are provided that a school district can either modify for use or use in their work tied to AI?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance includes numerous resources that districts may adapt for local practice in developing common understandings of purpose/use, prompts tied to instructional and operational uses, rubrics for the selection of AI applications, and other templates that a district can modify. So too, links to currently available resources are provided throughout the document

Section(s): AI Resources, Tools, and Decision Supports; Appendices > Appendix: Implementation Checklist; Appendices > Appendix: Question and Survey Development Resources; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Artificial intelligence is a means
to inform teaching and learning.

Question 24: What sorts of materials are provided that a school district can either modify for use or use in their work tied to AI?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance includes numerous resources that districts may adapt for local practice in developing common understandings of purpose/use, prompts tied to instructional and operational uses, rubrics for the selection of AI applications, and other templates that a district can modify. So too, links to currently available resources are provided throughout the document

Section(s): AI Resources, Tools, and Decision Supports; Appendices > Appendix: Implementation Checklist; Appendices > Appendix: Question and Survey Development Resources; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Question 25: What foundational concepts does the guidance identify for the informed use of artificial intelligence, and how do those concepts inform policy and practice?

Audience: Superintendent; central office administration; principal; teacher; advocate/stakeholder group

Answer: The guidance identifies foundational artificial intelligence concepts in order to build shared understanding across audiences and to support policy and practice that are educationally sound and through informed governance. It explains that informed use is informed by concepts such as validity and reliability, safety and well-being, security and resilience, explainability and interpretability, bias and fairness, privacy and data stewardship, and human oversight and accountability. Together, these concepts help districts determine whether and how artificial intelligence use is appropriate in instructional, operational, and student-facing contexts.

Section(s): Core AI Concepts for Schools > AI Concepts; Appendices > Appendix: Key AI Concepts for Teaching, Learning, and Governance

Question 26: How does the guidance address minimizing AI hallucinations?

Audience: Teacher; principal; central office administration; student

Answer: The guidance addresses hallucinations as a practical problem that can be mitigated through iterative actions (e.g., human review and refinement of prompts tied to specific instructional and operational uses, evaluation of and cadence for the review of pilots and more formal implementation cycles) as well as the deliberate interrogation of the limitations of AI through professional learning for teachers and the use of digital citizenship and civic literacy curricula with students.

Section(s): Core AI Concepts for Schools > AI Concepts; AI for Teaching and Learning > Developing Prompts Using AI for Instructional Planning; Appendices > Appendix: Misalignment Scenarios and Prompt Quality Examples

Question 27: How does the guidance address the selection of AI applications for operational and pedagogical use?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance distinguishes between how tools are selected and the different settings in which they may be used, and suggests that selection should be grounded in common understandings of collectively developed purpose and use with a review of and reporting on the evaluation of the use in light of the aforementioned (i.e., goodness of fit) to those impacted by the AI.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > District and Teacher Selection of AI Applications; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Selection of AI Applications; AI Resources, Tools, and Decision Supports

Question 28: How does the guidance recommend evaluating artificial intelligence applications for operational and pedagogical use?

Audience: Superintendent; central office administration; principal; teacher; advocate/stakeholder group

Answer: The guidance provides rubrics and question banks for evaluations of operational and pedagogical artificial intelligence, while also identifying shared evaluation domains districts should consider in both contexts. Those domains include purpose and fit; student role and agency; privacy and minimization; transparency; bias and accessibility; safety; academic integrity; and pilot, monitoring, and exit considerations.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > AI Application Review for Instruction and Operations and Goodness-of-Fit Example; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Question 29: What does the guidance suggest regarding training and professional learning tied to AI literacy and, in particular, informed use?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance suggests that staff training and professional learning should be considered in light of the alignment of purpose/use to the selection, implementation, and sustainability of all AI tool for operational or pedagogical uses. More specifically, supporting the informed use of AI through regular engagements with AI requires AI literacy and explicit consideration of developmental appropriateness, including goodness of fit for the purpose/use and for those who will interact with AI or its outputs (e.g., the teachers and other district staff using AI for instructional or operational purposes) and in light of privacy, fairness, integrity, and safe use.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed use Policy; AI for Teaching and Learning > Developing Prompts Using AI for Instructional Planning

Informed use of artificial intelligence requires deliberate,
context-sensitive, and locally determined purpose and use.

Question 30: How should schools use artificial intelligence to support instruction while preserving student agency and ensuring appropriate adult oversight?

Audience: Teacher; principal; student; parent/caregiver; central office administration

Answer: Artificial intelligence can support educators as they plan lessons, differentiate supports, generate examples, and create additional ways for students to engage with content. Informed use of AI may also support student agency by giving students structured opportunities to question, explore, revise, and reflect.

At the same time, use of AI in schools requires adult responsibility and oversight. Because students are minors, any instructional technology, including AI, should be used under conditions set by educators and districts. Adults remain responsible for determining whether use is appropriate, aligned to learning goals, developmentally suitable, and protective of student privacy and well-being. AI may well support teaching and learning, but it should not replace educator judgment, human relationships, or adult accountability.

Section(s): AI for Teaching and Learning > Developing Prompts Using AI for Instructional Planning; AI for Teaching and Learning > Using AI for Instructional Planning – Keeping Students at the Center; Core AI Concepts for Schools > AI Concepts; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > AI Application Review for Instruction and Operations and Goodness-of-Fit Example; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI > Development as a Student and Citizen – Cases by Grade Band

Question 31: How does the guidance address data security?

Audience: Superintendent; central office administration; principal; parent/caregiver; advocate/stakeholder group

Answer: The guidance addresses data security through sharing information on applicable federal and state laws focused on data security and student safety as well as the provision of resources germane to these topics. This information connects district AI practice (e.g., development of AI district policy, authorized use policies, and informed/responsible use policies) to federal and Illinois privacy and data-security requirements so readers can understand the legal context alongside the real-time use in classrooms.

Section(s): Appendices > Appendix: Federal and Illinois Privacy and Data Security Laws; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed use Policy > District Policies for AI

Question 32: How does the guidance address the development of district AI policy, authorized use policy, and informed use policy?

Audience: Superintendent; central office administration; principal; teacher; advocate/stakeholder group

Answer: The guidance presents these as interrelated but distinct policies that define and frame expectations and procedures for governance, permissions, norms, and accountability.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Acceptable Use Policy (AUP); AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Informed use Policy (IUP); AI for Policy II – District Policy, Governance, and Accountability > Model Templates and Drafting Resources – District AI Policy, AUP, and IUP; AI Resources, Tools, and Decision Supports > Model Policies – District Wide, AUP, IUP

Question 33: What does the guidance suggest as far as what should precede any district introduction or adoption of artificial intelligence?

Audience: Superintendent; central office administration; principal; parent/caregiver; advocate/ stakeholder group; community

Answer: The guidance recommends that districts engage in pre-adoption work before selecting or scaling artificial intelligence tools. That work includes establishing common understandings of purpose and use, clarifying local goals, reviewing examples and benchmarks, planning communication, and gathering stakeholder feedback. In this way, the guidance frames adoption not as a simple procurement decision but as a process of internal alignment, community engagement, and careful preparation.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Practices That Support Collaboration in AI Adoption (i.e., Getting used to an idea); AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Determining AI Need for Instructional and Operational Use in School Districts; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Collecting Perceptions and Beliefs – Item Development; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Stakeholder Engagement, Communication, and Readiness Cases

Question 34: How are model templates for AI policies included in the guidance?

Audience: Superintendent; central office administration; principal

Answer: The guidance includes a model template bank that districts can adapt for district-wide AI policies inclusive of a general district-wide policy, authorized use policy, and informed/responsible use policy.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Model Templates and Drafting Resources – District AI Policy, AUP, and IUP; AI Resources, Tools, and Decision Supports > Model Policies – District Wide, AUP, IUP

Question 35: How does the guidance address innovation zones?

Audience: Superintendent; central office administration; principal; teacher; advocate/stakeholder group

Answer: The guidance presents innovation zones as an important, and likely necessary, part of a thoughtful approach to ensuring a goodness of fit between the identified/desired purpose and use of AI for instructional purposes and its piloting and potential scaling for district-wide implementation. Innovation zones, within district, district and higher education partnerships, and district-vendor relationships, are framed as bounded, intentional, and evidence-linked, with attention to communication, monitoring, and decisions about whether to continue, scale, pause, or stop.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Innovation Zones > AI Innovation Zones Within P-12 District; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Innovation Zones > AI Innovation Spaces Between P-12 And Higher Education; AI for Policy I – Building Readiness, Shared Understanding, and Innovation > Innovation Zones > AI Innovation Spaces Between P-12 Districts and For-Profit Companies or Other Organizations

Question 36: How does the guidance explain decision-making roles and accountability for AI use across the district, school, and classroom levels?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance presents decision rights through considerations for and development of a district-wide AI policy, an authorized use policy, and informed/responsible use policies. The specific considerations and suggested resources explain how governance, approval, oversight, and accountability are distributed across district policy, school implementation, and classroom use, while keeping human oversight and accountability as necessary foundation from which the policies develop and, over time as applicable, are modified.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Acceptable Use Policy (AUP); AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Informed Use Policy (IUP)

Question 37: How does the guidance address which decisions call for superintendent approval and which may call for board approval, particularly for student-facing tools or higher-impact uses?

Audience: Superintendent; central office administration; board of education; advocate/stakeholder group

Answer: The guidance indicates that approval thresholds are tied to governance policy at the local level and include considerations of developing common understandings for purpose and use, clear communication on the role out of and reporting on pilots and full implementation, and the cadence for feedback from those affected by the use of AI for instructional and operational purposes.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI

Question 38: What does the guidance suggest about school-level implementation responsibilities for building leaders?

Audience: Principal; central office administration; superintendent

Answer: The guidance frames the responsibilities of the building leader through the use of iterative cycles of coaching and professional learning, question stems, instructional-use domains, and implementation checklists.

Section(s): Appendices > Appendix: Implementation Checklist; Appendices > Appendix: Readiness Resources

Question 39: How does the guidance define expectations for accountability when staff and students use artificial intelligence?

Audience: Superintendent; central office administration; principal; teacher; student; parent/caregiver

Answer: The guidance defines expectations and accountability through policy development (e.g., district-wide policy, authorized use policy, informed/responsible use policy), professional learning for teachers, engagement with developmentally appropriate digital literacy curricula for students that are explicit on the norms, academic-integrity expectations, privacy and data-stewardship rules, and the like. In particular, approaches to the reporting of misuse should be addressed through established routines for discovery, escalation, remediation, retraining, and review rather than through ad hoc responses.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Acceptable Use Policy (AUP); AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > Informed use Policy (IUP); Appendices > Appendix: District Next Steps for AI Policy, AUP, and IUP

Question 40: How does the guidance describe risk tiering for AI tools and uses, such as low-, moderate-, and high-impact classifications?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance describes risk tiering as part of the work necessary that prefigures the piloting and possible adoption of AI (e.g., the safeguards, evidence, cadence of monitoring, and approvals). AI use for operational and pedagogical purposes should begin modestly, remain transparent, and be based on clear framing and evaluation of the desired purpose before wider use is contemplated.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > AI Application Review for Instruction and Operations and Goodness-of-Fit Example; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Question 41: How does the guidance treat boundaries for high-stakes or high-impact use of AI for instruction and operations?

Audience: Superintendent; central office administration; principal; parent/caregiver; advocate/stakeholder group

Answer: The guidance indicates that higher-impact uses call for stronger governance constraints, documented human deliberation, evidence for and evaluation of the AI in light of applicable federal and state laws, purpose and use, and timelines and avenues for additional feedback to determine if the AI possesses a goodness of fit or should be discontinued. Districts should require multiple layers of review before scaling any AI application, ban the use predominantly or fully automated high-stakes decisions without documented human deliberation and evidence and cadence for this, and require the sharing of evaluations and decisions upon them with particular emphasis on data security, student safety and equity and access.

Section(s): Core AI Concepts for Schools > AI Concepts; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Question 42: How does the guidance identify prohibited uses or do-not-deploy scenarios?

Audience: Superintendent; central office administration; principal; teacher; student; parent/caregiver

Answer: The guidance identifies prohibited uses throughout. In particular, it emphasizes situations in which AI use should cease immediately, including instances of data breach or compromised student data or safety, as well as the importance of feedback loops to minimize the likelihood of inappropriate use of AI. These issues are also considered in light of the available capacity and sustainability of district staff to monitor and report on AI use through a regular cadence.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Question 43: How does the guidance address procurement, vendor review, and vendor use of district data for artificial intelligence tools?

Audience: Superintendent; central office administration; principal; advocate/stakeholder group

Answer: The guidance treats procurement and vendor review as an evidence-gating process rather than a simple purchasing decision. It indicates that districts should review contracts, data flows, privacy protections, retention rules, and vendor practices before approving a tool, including specific consideration of “who owns what, for how long, and how will data be used” that comport with district-wide AI policies (e.g., acceptable use policy, informed/responsible use policy, data privacy policies/agreements, data-sharing policies/agreements, and the like). These issues are also considering when districts engage in partnerships with institutions of higher education and relationships with for-profit entities in the discussion of innovation zones.

Section(s): AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; Appendices > Appendix: School District Vendor Relationships; Appendices > Appendix: Federal and Illinois Privacy and Data Security Laws

Question 44: How does the guidance address governance of AI embedded within existing platforms, such as student information systems (SIS), learning management systems (LMS), or assessment systems?

Audience: Superintendent; central office administration; principal; teacher

Answer: The guidance indicates that extant and embedded AI should be explicitly identified, inventoried, classified, and governed in ways that align with larger district policies and applicable federal and state law. This monitoring and oversight should extend to embedded features within existing platforms as well as stand-alone tools.

Section(s): AI Resources, Tools, and Decision Supports; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI

Question 45: How does the guidance address data governance for artificial intelligence tools, including data entry, retention, deletion, portability, records implications, and student privacy obligations?

Audience: Superintendent; central office administration; principal; parent/caregiver; advocate/ stakeholder group

Answer: The guidance treats data governance as a central part of artificial intelligence oversight both for purposes of contracting as well as ensuring the scope of the data governance is shared with stakeholders. It indicates that districts should reflect the larger suite of district policies and explicitly define what data may and may not be entered into tools (e.g., what counts as data or records); the scope of and cadence for collection; data security and retention; and align practice with student privacy requirements under federal and Illinois law.

Section(s): Appendices > Appendix: Federal and Illinois Privacy and Data Security Laws; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI; Appendices > Appendix: District Next Steps for AI Policy, AUP, and IUP

Question 46: How does the guidance address incident response for AI-related events, such as privacy breaches, harmful outputs, bias events, or safety concerns?

Audience: Superintendent; central office administration; principal; teacher; parent/caregiver; community

Answer: The guidance presents incident response as part of readiness for scale and as a playbook need in contexts such as synthetic-media harms. Districts should align incident response with implementation readiness and should maintain response playbooks for deepfake incidents, including documentation, safeguarding, family communication, and supports.

Section(s): Core AI Concepts for Schools > AI Concepts; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI

Question 47: How does the guidance address AI use in human resources, including screening, evaluation support, and documentation?

Audience: Superintendent; central office administration; principal

Answer: The guidance suggests that AI used for personnel decisions, governance, privacy review, bias review, and evaluation should be reviewed for fairness, privacy, and appropriateness rather than treated as routine automation.

Section(s): AI Resources, Tools, and Decision Supports; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI

Question 48: What security controls does the guidance highlight, such as district-managed accounts, logging, access controls, and single sign-on?

Audience: Central office administration; superintendent; principal

Answer: The guidance highlights security and resilience controls as core governance considerations through protection against unauthorized access, breaches, misuse, manipulation, prompt-injection attacks, and data leakage, and through the system durability needed for sustaining operations and recovering from failures or disruptions. These issues should be described, and their monitoring are part of the comprehensive suite AI policies a district should develop to ensure data security, student safety, and transparency with those who are impacted by the use of AI for instructional or operations.

Section(s): Core AI Concepts for Schools > AI Concepts; Appendices > Appendix: Federal and Illinois Privacy and Data Security Laws; AI for Policy II – District Policy, Governance, and Accountability > Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy > District Policies for AI

Question 49: How does the guidance address academic integrity, assessment boundaries, attribution, and intellectual property when artificial intelligence is used in student or staff work?

Audience: Teacher; principal; student; parent/caregiver; central office administration

Answer: The guidance frames academic integrity through the importance of transparency and distinguishing between instructional resources and those used for evaluation (e.g., clear and regular communication on expectations for academic honesty and integrity, when AI is used as part of or all in the development of resources or the evaluation of student work, and the like). Districts should make clear expectations about what constitutes evidence, attribution, and acceptable use as well as the basis for district treatment of intellectual property, copyright, and ownership questions involving student work and teacher-created materials.

Section(s): Core AI Concepts for Schools > AI Concepts; Appendices > Appendix: Misalignment Scenarios and Prompt Quality Examples

Question 50: How does the guidance define pilot success, monitoring, and decision points for scaling, pausing, stopping, or renewing artificial intelligence use?

Audience: Superintendent; central office administration; principal; teacher; advocate/stakeholder group

Answer: The guidance indicates that pilot use should be tied to clearly defined success criteria developed concurrently with the intended purpose of use of AI, what constitutes the evidence for the evaluation, and ongoing monitoring rather than informal impressions solely upon anecdotes. It also identifies the importance of clear decision points for scaling, pausing, stopping, or renewing use, including exit triggers and renewal re-checks and the cadence for the collection and sharing of this information with those affected by the use of AI for instructional or operational purposes.

Section(s): AI for Policy I – Building Readiness, Shared Understanding, and Innovation > AI Application Review for Instruction and Operations and Goodness-of-Fit Example; Appendices > Appendix: Tool Review and Goodness-of-Fit Resources

Table of Contents

Acknowledgments.....	2
Quick Start FAQ.....	4
Welcome Letter	25
Start Here: How to Use This Guidance.....	27
The Emergence of AI and Illinois Context	31
Core AI Concepts for Schools.....	38
AI Concepts.....	40
AI for Teaching and Learning.....	68
Taxonomy as a Lens for Instructional Planning.....	70
Taxonomy - Grade-Band Planning Examples	71
Developing Prompts Using AI for Instructional Planning.....	80
Using AI for Instructional Planning - Prompt Examples by Grade Bands.....	90
Using AI for Instructional Planning - Keeping Students at the Center.....	100
AI for Policy I - Building Readiness, Shared Understanding, and Innovation.....	103
Practices that Support Collaboration in AI Adoption (i.e., Getting used to an idea).....	104
Determining AI Need for Instructional and Operational Use in School Districts.....	108
Collecting Perceptions and Beliefs - Item Development	120
Stakeholder Engagement, Communication, and Readiness Cases	122
District and Teacher Selection of AI Applications.....	139
AI Application Review for Instruction and Operations and Goodness-of-Fit Example	144
Innovation Zones.....	159
AI for Policy II - District Policy, Governance, and Accountability	167
Components of Strong Policies: District-wide, Authorized Use Policy, and Informed Use Policy.....	169
Model Templates and Drafting Resources - District AI Policy, AUP, and IUP	177
AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI.....	180
Development as an Individual and Citizen - An Ecological Framework	181
Development as a Student and Citizen - Cases by Grade Band	183
Selection of AI Applications.....	200
Digital Citizenship and AI Literacy Curricula by Grade Band	202

The Integration of Development of Self and Citizen and AI Competencies	217
Equity, Accessibility, and Student Groups.....	230
Multilingual Learners (MLLs).....	233
Gifted and Talented (G/T).....	234
High-Incidence Learning Disability	235
Twice Exceptional (2e).....	236
Resources – Informed Use of AI with Special Populations	239
AI Resources, Tools, and Decision Supports	243
AI Policy - International.....	244
AI Policy - National	245
AI Policy - P-12 Systems	245
Special Populations.....	246
Model Policies – District-wide, AUP, IUP	247
Illinois-Specific AI References and Resources	249
Final Considerations and Next Steps.....	253
Appendices	255
Appendix: Acronym Glossary	255
Appendix: Key AI Concepts for Teaching, Learning, and Governance.....	259
Appendix: AI Uses by Grade Band (PK-12)	267
Appendix: Unit Plans by Grade Band: Without AI and With AI	280
Appendix: Implementation Checklist.....	289
Appendix: Question and Survey Development Resources.....	292
Appendix: Tool Review and Goodness-of-Fit Resources	294
Appendix: Misalignment Scenarios and Prompt Quality Examples	299
Appendix: Example Rubric Scores and Rationale	303
Appendix: Readiness Resources.....	305
Appendix: Student AI Challenges.....	306
Appendix: School District Vendor Relationships	308
Appendix: Internet Safety Curriculum	310
Appendix: Federal and Illinois Privacy and Data Security Laws	312
Appendix: District Next Steps for AI Policy, AUP, and IUP	321

Appendix: Social and Emotional Learning Standards Alignment for the 16 Cases..... 327

Appendix: Student Selfhood, Engagement, and Agency in AI-Mediated Schoolwork..329

Appendix: Digital Citizenship and AI Literacy Alignment by Content Area 331

Appendix: Digital Citizenship and AI Literacy in Specific Content Areas..... 339

Appendix: 16 Cases with Social and Emotional Learning, Content, and Special Population Strategies.....351

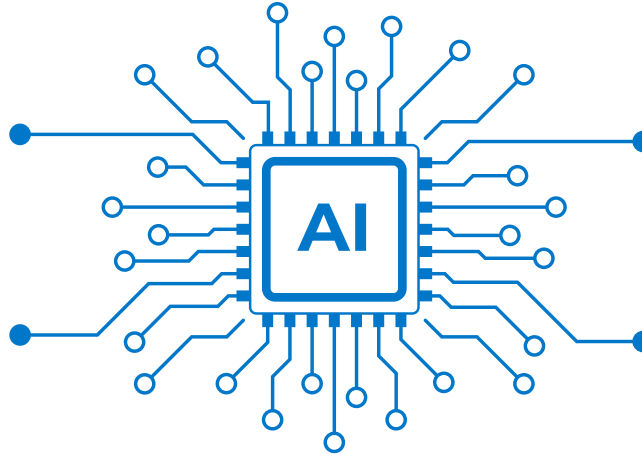
Welcome Letter

Dear Readers:

This guidance is constructed to support Illinois school districts as they grapple with the ever-evolving landscape of artificial intelligence. The guidance is grounded upon four tenets:

1. Teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school

2. Schools serve academic, developmental, and civic purposes concurrently



3. Artificial intelligence is a means to inform teaching and learning rather than an end in itself

4. Informed use requires deliberate, context-sensitive, and locally determined purpose and use

The guidance does not assume that all Illinois districts are at the same place in their AI work. Instead, it offers approaches for asking questions germane to the local context and capacity.

Public education serves more than one purpose at the same time. It supports the development of the individual while also preparing young people to participate in shared civic life. For that reason, the informed use of artificial intelligence in schools should be considered not only in light of efficiency, access, or instructional support, but also in light of how it strengthens student agency, judgment, relationships, and participation in shared practices. Across the P-12 continuum, students can be guided in age-appropriate ways to build voice, responsibility, participation, and ethical awareness. The development of self is not separate from the civic purpose of schooling.

In plain terms, this guidance will assist in grappling with questions such as:

- How can informed use of AI support and enhance teaching and learning?
- What does “informed use of AI” mean in light of supporting the healthy development of young people as individuals and engaged members of a broader society?
- How can schools create durable systems supporting informed AI use that foreground the experiences and responsibilities of those who interact with it?
- How might the experiences of educators, students, parents and caregivers, and other stakeholders inform decisions about the purpose and use of AI?

This guidance document is a first step in assisting districts with answers to these questions.

Recognizing that readers will possess different levels of familiarity of and comfort with AI, and acknowledging that some will desire a big-picture or legal or policy frame whereas others want classroom applications and the like, a suggested way to navigate the document is through reading the summaries at the outset of the longer sections in light of the guiding tenets.

This organization also reflects a broader understanding of the work of schooling. Public schools are not only places where students acquire knowledge and skills; they are also places where young people develop identity, agency, responsibility, and the capacity to participate with others in shared civic life. For that reason, the questions, cases, and resources in this guidance are designed not only to support decisions about tools but also to help districts consider how purpose and use of artificial intelligence relate to healthy development, shared responsibility, and meaningful participation in the life of classrooms, schools, and communities. Read in this way, the document's multiple entry points are not merely organizational. They reflect the multiple and concurrent aims of public education and, in particular, the central role of the public school in supporting the development of the individual as a "Self" and member of multiple civic spaces.

Put simply, the summaries are meant to assist readers in finding their way into the document without losing sight of the larger picture. Regardless of role and familiarity of or comfort with AI, the summaries are meant to help readers see where they might begin and why that section may be instructive. More importantly, they are also reminders that the different parts of this guidance are connected. Questions about instruction connect to questions about student well-being, fairness, privacy, and local decision-making. Questions about governance and policy connect back to the lived experiences of students and educators.

Finally:

During the 2026–27 school year ISBE:

- Will, in partnership with Illinois educators and others, create additional guidance tailored to the emerging needs of district leaders, building leaders, educators, students, and the extended communities part of the school district ecology.
- Will develop and make available no-cost professional learning that augments the information in this document.
- The guidance documents and subsequent resources will be available at <https://www.isbe.net/AIGuidance>.
- AIGuidance@isbe.net will provide Illinois school districts a means to submit questions (and broken links) to ISBE.

Start Here: How to Use This Guidance

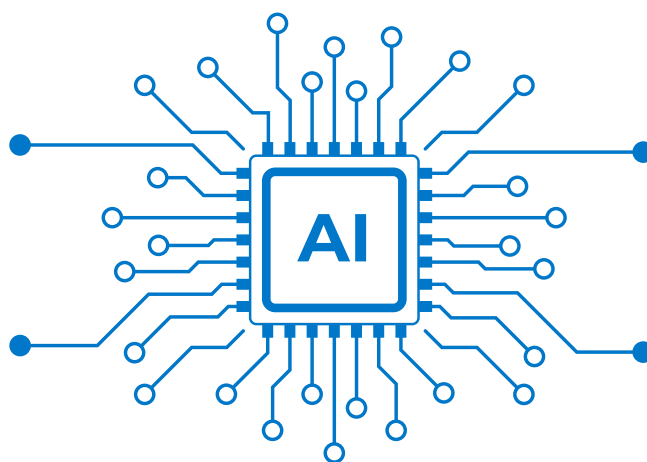
Illinois educates 1.8 million public school students in over 860 districts, which are organized as P-12, elementary, and/or high school districts. Within these districts, there are 72 different school configurations in the 2025-26 school year, with considerable variance in resources, vision, mission, and goals, as well as location (e.g., broadly, urban, rural, and suburban). Add to this the rapidly increasing presence and impact of artificial intelligence (AI), and it becomes clear that Illinois must provide guidance for a variety of audiences. What follows is designed to support multiple audiences across districts, schools, classrooms, and the broader community.

Put differently, stakeholders vary in their familiarity with and comfort using AI. These differences can create confusion when educators, students, families, and community partners are considering any new technology, especially with something as complex as artificial intelligence for uses in a school district.

The guidance is organized upon the following tenants:

1. Teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school

2. Schools serve academic, developmental, and civic purposes concurrently



3. Artificial intelligence is a means to inform teaching and learning rather than an end in itself

4. Informed use requires deliberate, context-sensitive, and locally determined purpose and use

These tenants were identified as enduring notions grounding an informed decision-making process for considerations of AI use that transcend any specific AI application. Users can enter discussions and aid in decision-making for locally identified problems of practice. Each section provides questions, cases, and resources that help districts tailor decisions to their context and readiness.

Moreover, this organization reflects a broader understanding of the purposes of schooling. Public schools are places where students acquire knowledge and skills and spaces where young people develop identity, agency, responsibility—a sense of “Self.” So too, schools provide essential experiences through which young people learn what it means to participate as a citizen in different communities and in the creation of a shared civic life.

Thus, the questions, cases, and resources in this guidance are designed to support both decisions about tools and uses and also to help districts consider how purpose and use of artificial intelligence can be an important means to support healthy development writ large—obligations to others, shared responsibility, and meaningful participation in the life of classrooms, schools, and communities. Read in this way, the document’s multiple entry points are not merely organizational. They reflect the concurrent developmental and civic purposes of public education.

Policies and practices develop upon assumptions about whom it serves and what it should achieve. In this guidance, educational technology—including AI—is considered only when it supports student access and opportunity, both instructionally (teaching and learning) and operationally (systems and administration). And, maybe most importantly, this guidance considers how meaningful engagement with AI supports the healthy development of a child’s identity, sense of competence, and confidence through their work across content areas and various modes of expression.

The questions, cases, and resources throughout are grounded upon the central value that AI generally and any outputs produced by it cannot replace human judgment and responsibility in educational decision-making.

While AI is a centerpiece of this guidance, many of the underlying decisions are not new: districts work to expand opportunity and choose the most appropriate tools and practices. Put differently, this guidance emphasizes building and refining shared understanding across stakeholders in order to balance the benefits of AI with the student-teacher relationships that are the centerpiece of teaching and learning and in light of student data privacy concerns. AI adds new risks and possibilities for teaching and learning. As such, this guidance is predicated upon the value that interpersonal relationships remain central to ensuring AI is used as a means to inform and appropriately support student engagement.

Specifically:

- The Illinois AI Guidance treats AI as a means to strengthen student learning, well-being, equity, and operational reliability—never as an end in itself. From the outset, district AI decisions around purpose, use, and outcomes are based upon an explicit expectation that districts surface tradeoffs, anticipate unintended consequences, and articulate how AI-enabled decisions support human flourishing even when or if the initial motivation is efficiency.
- This guidance treats capacity and sustainability as central considerations, emphasizes the centrality of ongoing district learning cycle using multiple feedback modes (e.g., surveys, focus groups, interviews, and listening sessions) to refine implementation and build shared understanding over time. Relatedly, it includes stakeholder mapping as a practical inclusion strategy—identifying who is affected, who is missing, and which supports are essential in order to highlight the importance of equity of voice and the need for multiple means to ensure this in the development and fine tuning of district policies (e.g., language access, disability access, childcare, transportation, and time flexibility).

Moreover, the same emphasis on purpose and use is considered in the work of instructional planning and delivery central to teaching and learning.

- Recognized frameworks are used as “points of departure” and lenses through which a teacher can determine “goodness of fit” for AI to enrich student experience.
- The teacher possesses the professional knowledge to appropriately make decisions about what particular students require to learn content and, more importantly, develop a sense of “Self” through engagements that build upon the numerous assets which each brings into the classroom.

- AI is neither a replacement for student-teacher engagement nor a ‘short cut’ to instructional delivery of the ways in which a student may show understanding.
- AI is a tool that can extend access to feedback, translation, drafting supports, and planning efficiencies—while the centrality of teacher expertise, student agency, and relationship-based learning are preserved (and, in all likelihood, differently enhanced).

This guidance was deliberately constructed with a view of the nature of the child as a bundle of assets with interests and preferred ways of investigating these interests as expressions of their developing sense of “Self” (e.g., differentiated instruction—interests, readiness level, and learning profile).

This development occurs through the nested nature of the various interactions in which the child engages inside and outside the school as well as other factors that impact these engagements. It is through these “real” engagements with “real” people that a sense of “Self” emerges. AI is likely an unavoidable part of these engagements, thus, vigilance of its use *in support of* the healthy develop of a child is necessary.

In sum, users of this guidance are encouraged to reflect on local values, context, and priorities. Use the parts of this guidance that help inform and enrich teaching and learning—while also shaping internal district learning and decision-making about AI over time. With that broader purpose in view, the concepts that follow should be read not as technical abstractions alone but as part of a larger effort to ensure that artificial intelligence in schools remains answerable to human development, sound teaching and learning, and shared civic life. The central question is not simply whether a tool can perform a task, but whether its use supports the purposes of schooling: the growth of the individual, the strengthening of human relationships, the exercise of judgment and responsibility, and preparation for thoughtful participation in a world increasingly shaped by digital and artificial intelligence-mediated environments.

Note: Initial drafts for this guidance used AI (ChatGPT primarily but, to a lesser extent, Claude and Gemini).

Specifically:

1. All draft architecture was drafted without AI usage.
2. After initial language was crafted, especially language that included references to extant guidance and resources, prompts were created requesting links and verification that the identified resources were publicly verifiable and available.
3. All suggested references were checked to ensure the links were accurate.
4. Those links that were not accurate were found by a web search.
5. AI was used in the generation and editing of figures included in the guidance.

Also:

- Once a section or portion of the section was drafted, it was excerpted, uploaded, and a prompt requesting a “conciseness check” was applied.
- The “conciseness check” included the parameter that alternative text was provided below the uploaded text for the purposes of comparison and possible use in the modification of the initial language.
- Summaries of extant policy recommendation documents were identified and read to create categories for suggested rubrics outside of AI.
- AI was used to create the rubric tables. These were reviewed and modified, as needed, for language consistency. All links embedded within tables were reviewed outside of AI for accuracy and availability.
- Footnotes and other bibliographic references were created using AI in Chicago style.
- Consistency of the citation style was reviewed outside of AI.
- AI was used for suggestions for “what might be missing from this section?” and/or “what would be clearer in this section?” types of questions.
- These suggestions were vetted outside of AI in terms of their applicability based upon identified purpose and use and audience for the guidance to the future.

The Emergence of AI and Illinois Context

Development of Artificial Intelligence

The development of artificial intelligence emerged in mid-20th century. Individuals such as Alan Turing and John von Neumann each posed questions that considered the role of technologies (e.g., learning machines, early computers) in relationship to and different from human engagement in the world. These questions and the responses to them at a given time both highlight and challenge how one understands what it might mean to “be” intelligent, as well as issues of identity and autonomy. Initial work with AI in the later part of the 20th and first quarter of the 21st century extend and complicate these questions.¹

The nature and potential of the role(s) of AI use can be considered as interrelated constellations each at a different level of magnification. International, national, state, and local considerations each contemplate the various forms of AI, equity, ethics, and data security among others.² As the considerations become more local and context dependent, these broad concerns translate into sector-specific questions and of which P-12 schooling is an example.³

For instance, within P-12 public schools, AI pervades spaces inhabited primarily by administrators, teachers, students, parents and caregivers, community members, and advocates. The particulars of decisions around and implementation of AI (e.g., district policy or/and curated resources identified by the district) are informed by laws at the federal and state level; regulations; discussions; and guidance from state, national, and international work as filtered through the needs identified with district and building leaders, teachers, students, parents and caregivers, community members, and advocates.

This intermingling both provides insight into specific comfort with AI (e.g., the individual and collective awareness of and familiarity with) tied to generated questions and the creation of subsequent emergent lines of inquiry. This underscores the need for reliable, easily digestible, guidance and supporting resources upon which local policies for AI are determined. Like any educational technology, AI can inform and enrich teaching and learning. In this guidance, however, AI is treated explicitly as a means and not an end. Even so, what this looks like within a classroom creates a need to reconsider concepts that serve as means through which teaching and learning engagements occur.⁴

For instance, intricate questions of what constitutes creativity and hence, academic honesty or academic integrity, become differently complex when AI affords the generation of a suite of possibilities that the student can produce and (should) refine. This is in tension with instructional approaches to engagement in which learning outcomes are often tied to the use of materials and mediums in the generation of a creative output.

Relatedly, AI can shape development in ways that extend beyond a child’s role as a student. If, for instance, students are not cognizant of the limitations of AI for a specific task (e.g., the production of an essay, poem, or artwork) or the norms of the discipline (e.g., scientific writing, creative writing, 2D visual art), their sense of membership in practices (e.g., authoring of written works and creation of visual art) and ownership of developing expertise essential in the healthy development of a sense of self are likely diminished.⁵ This point matters because public schooling serves both developmental and democratic purposes. Children and young people come to know themselves not only through inward reflection but also through interaction with other people, shared activity, and participation in social worlds that shape judgment, belonging, and responsibility. In schools, students therefore learn more than academic content alone. They also learn how to listen, respond, reflect, collaborate, weigh evidence, and participate in practices governed by common expectations rather than by individual preference alone.

In that sense, the development of selfhood and the development of democratic citizenship are closely connected purposes of public education. The informed use of artificial intelligence should be considered in light of those purposes: whether it supports student agency, competence, confidence, and access while preserving the human relationships and judgment on which teaching, learning, and responsible participation depend.

While AI can ease the administrative burden for some tasks, the core of teaching and learning—responsive, relational work with individual students—is less “automatable.” AI can assist in lesson and unit planning as well as assessment. Even so, high-quality feedback and instructional tailoring still depend on knowing a student’s interests, readiness, and learning profile⁶ and the multiple opportunities for students to show what they know and in ways that toggle between the student as an individual and as a member of a larger classroom community. Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.

Thus, to ensure that the informed use of AI is part of the fabric of professional learning for teachers, and in ways that create the greatest likelihood that district personnel as well as the larger school community see themselves as critical partners in decision-making, how districts communicate with those within and outside the district to provide for the sharing and refining of ideas is critical.

Put differently, emergent technologies developed outside of schools can challenge and often reshape teaching and learning practices.⁷ In some ways, adoption of AI parallels the incorporation of the pencil, five-ring binder, or various audio-visual tools in previous decades. Communities need time and opportunities to practice with any new technology in order to “get used to” it (e.g., become aware of and comfortable with its use in teaching and learning). There are obvious and substantive differences, of course, between getting used to the incorporation of a pencil or binder in contrast to AI in terms of student data privacy, cost, and a host of other issues. It is essential for district and building leaders to deliberately plan for and provide multiple opportunities and means for the “getting used to” through feedback loops recognizing the multiple ways in which teachers, students, parents, caregivers, and other community members bring experiences and expectations for purpose of and use for AI. Put differently, informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.⁸



For instance:

- How can teacher preparation and ongoing professional learning incorporate AI in ways that preserve—and potentially strengthen—the student–teacher relationship that underpins learning?
- How and through what mechanisms can a district determine what AI could lighten the administrative burden for classroom teachers?
- How can districts introduce expectations for AI in operational tasks (e.g., attendance) and instructional work (e.g., planning and assessing student work) in ways that are clear, supported by extent resource and sustainable over time, and aligned with teachers’ day-to-day responsibilities?
- Given the pace of AI development, of what should a suite of district policies, resources, and guidance consist—especially regarding instructional purpose and use, privacy protections, and multiple ways for individuals and groups to provide feedback (i.e., communications)?
- How should a district ensure that stakeholder feedback is visible in decision-making about AI for administrative and instructional use—and clearly explain when the district takes a different approach?

To add greater specificity, the trajectory of foci between 2015–2025 can be described as: cautious interest in AI as an instructional innovation; growing recognition and targeted study of AI’s educational uses; and today’s emphasis on data governance, bias, and the limits of AI in schools—particularly where AI might supplement, but not supplant, educators’ work.

More particularly, perceptions between 2015–2025 may be described as shifting:

- District leaders: from minimal awareness to a governance focus (e.g., use policies, staff professional learning, and related systems)⁹
- School leaders: from minimal awareness to guidance on integrating AI into school operations, pedagogy, and professional learning
- Teachers: from minimal awareness to cautious exploration and a need for sustained professional learning for operational and instructional uses¹⁰
- Students: from general awareness and informal exposure (often outside school) to deeper familiarity and use both in and out of school¹¹

During the same period, parents’ and caregivers’ awareness and comfort with AI in schools may be described as moving from little awareness of AI’s presence to cautious investigation and selective use to support their child’s learning concurrent with concern about “AI overreach” inside and outside of school settings.¹²

As is expected whenever new technology is introduced in an educational setting, districts must balance access outside school with responsible, appropriate classroom use. The tension is more than just if the technology aids in instruction. It is inclusive of ensuring developmental appropriateness for using the technology,¹³ ensuring students are adequately prepared to use the technology, and protecting student privacy and data. Broadly, a central concern between “AI as opportunity,” “AI overreach,” and “Seduction by AI” is its impact on human agency. Ultimately, decisions about AI should strengthen—rather than erode—students’ agency and the human relationships at the core of teaching and learning.¹⁴

Within Illinois

Districts in Illinois, like their counterparts nationwide, are integrating AI into administrative and instructional policies and practices while ensuring teachers and students understand the uses and limitations of AI and that the larger school community is kept abreast of and can participate in sharing ideas on the use of AI.

The guidance that follows is the result of two Public Acts. In 2024, the Illinois Department of Innovation and Technology led a multiagency Generative AI and Natural Language Task Force (Public Act 103-0451). The charge of this task force was "...to explore the opportunities, risks, and implications of [AI] for [Illinois] and its residents."

The report includes considerations of AI use in the delivery of services to residents of Illinois, impact of AI on labor/workforce and the environment, among others. Of importance for educators in Illinois, the report also includes information on the awareness of, familiarity with and emergent concern of AI use in P-12 schools. In particular, survey data specific to P-12 schooling suggests that the ethical uses and limitations of AI and AI Literacy for educators and students are areas in need of addressing.¹⁵

Building upon the recommendations of the Generative AI and Natural Language Task Force, in 2025, the Illinois State Board of Education was charged with "...develop[ing] statewide guidance for school districts and educators on the use of artificial intelligence in elementary and secondary education" (Public Act 104-0399). This Public Act is the genesis for this guidance document.

The myriad of surveys and other data ascertaining use of and comfort with AI resources produced at the national, state, and local levels, not to mention those targeted to specific topics, require extensive time and effort that practicing educators, while possessing the will, often lack. Thus, the purpose of this document is to provide guidance and supporting resources for the Illinois educator, whether district or building leader or classroom teacher, in navigating the landscape of AI use in and limitations of in their P-12 school district.

There is an emphasis on purpose and use in each section. This emphasis is deliberate insofar as how a district, school, or classroom teacher considers the purpose of and use for AI in hopes it enhances student engagement or supports efficiencies in the district and school operation. These decisions are predicated on both professional knowledge in the practices of leading, teaching, and learning in P-12 public school districts and, more importantly, the local knowledge of those who will use or be potentially impacted by the use of the technology (e.g., students, parents and caregivers, advocates, among others). The localization of purpose and use for Illinois P-12 school districts in this guidance document endeavors to provide district and building leaders and teachers, primarily,¹⁶ to engage with the nuance inherent in development of policies and resources that support selection and adoption of specific AI applications.

The architecture for the guidance is predicated upon the following four tenants. These operate as cross-cutting commitments throughout the document:

1. Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school
2. Schools serve multiple purposes – they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life
3. Artificial intelligence is a means to inform teaching and learning
4. Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use

These commitments are further operationalized through following assumptions:

- The purpose of any selection and implementation of educational technology is to enrich student experience and afford them the opportunity to develop and enrich their sense of “Self” through the use of the specific technology.
- Descriptions of AI concepts relevant to district leaders, teachers, students, families/caregivers, and community members/advocates are likely very different. Selecting a set of concepts and providing suggestions of why these matter in light of AI use in P-12 educational settings is an important point of departure in the development of common understandings and, from these, district policies and supporting resources.
- Any consideration of the possibility for and benefits of AI use to inform teaching and learning practices should use a recognizable framework in order to compare current instructional planning without AI in contrast to when AI is incorporated.
- Regardless of benefits of and limitations for AI in P-12 educational settings, prework internal to a district and then outside of it to develop common understandings of purpose(s) and use(s) is critical. The means for and cadence of this work require coalition building to maximize use for instruction and operations within a district.

Once purpose(s) and use(s) are clear between different audiences, considerations of specific policies, supporting resources, and specific applications should focus on informing instruction and enriching student experience and creating efficiencies in and for district and school operations through ensuring compliance with federal and state laws and regulations through district policy development. Whereas district policies are necessary to frame the landscape of engagement for districts and schools, these engagements take place in classrooms. Providing students and teachers, especially, opportunities to consider the ethical uses of AI, including for special populations, and in developmentally appropriate ways is important.¹⁷

More specifically, this guidance document is organized as follows:

- **Core AI Concepts for Schools** – Includes important concepts in AI relevant to the work in P-12 educational settings and why the concepts are important in light of the guiding tenants.¹⁸
- **AI for Teaching and Learning** – Focuses on the ways in which AI can inform instruction and enrich student engagement. This consideration occurs through standards-aligned developing grade band examples (e.g., P-2, 3-5, 6-8, and 9-12) without and then with the addition of AI. Also, shared are strategies for clear prompt writing when AI is used.¹⁹
- **AI for Policy I: Building Readiness, Shared Understandings, and Innovation** – Considers the selection of AI applications for pedagogical and/or operational use in a P-12 school district. This consideration occurs through a series of cases emphasizing the different ways through which districts might develop internal agreement on purpose and use of AI, external coalition building to gather feedback, and suggestions for different means to capture feedback. That work is necessary prior to any evaluation of AI resources for alignment with pedagogical or operational uses in light of bias, privacy, transparency, and risk assessment.²⁰
- **AI for Policy II: District Policy, Governance, and Accountability** – Provides the brief history of federal and state laws that, over time, impacted the collection and use of student data. This history is then considered in light of AI, in particular. The history is relevant due to the speed in which AI develops and the need for durable yet nimble district policies to maximize the benefits for teaching and learning of AI and minimize unintended consequences for students, teachers, and the district. In particular, tips and strategies for how districts may approach the development of district-wide AI policies including authorized use and informed use policies for staff and students are shared.²¹
- **AI Literacy and Digital Citizenship: Healthy development and Informed Use** – Includes a focus on developing digital/AI literacy with students through three related but distinct parts. The first part focuses on the development of “AI sense” for the ethical use of AI by students through a series of cases by grade band. The second part builds upon that through providing strategies for a teacher in the selection of AI applications with which students will engage as “balanced with” reflections on how the use of AI maximizes opportunities for healthy development of skills and “Self.” The third part provides publicly available digital citizenship curricula and AI literacy with further tips for use in content-specific engagement.²²
- **AI Use with Special Populations: Equity and Accessibility** – Examines AI use in special populations (e.g., best practices in and effective strategies supporting) the impacts that the use of artificial intelligence may have in an educational setting, such as unintentional and disparate biases against special populations inherent within artificial intelligence products.²³

- **AI Resources and Tools** – Includes a summary of and links to the resources provided in the previous sections. Providing a summary by section is an attempt to make easier accessing specific resources based upon local needs.²⁴

Note: The guidance uses “informed use” rather than “responsible use” save if a district or other organization uses the term “responsible use” in a referenced document. The distinction is an extension of the degree to which artificial intelligence is used safely or appropriately to include, indeed focus upon, if its use is educationally warranted, developmentally appropriate, and grounded in the specific purposes of schooling.

- The tenets make that distinction important. If teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school, then AI use cannot be judged apart from context, learner need, and the professional judgment of educators. If schools serve academic, developmental, and civic purposes concurrently, then the standard for use must extend beyond compliance or rule-following to include whether a use supports student learning, healthy development, and preparation for participation in shared civic life.
- “Informed use” also better reflects the guidance’s view that artificial intelligence is a means to inform teaching and learning rather than an end in itself. “Responsible use” is valuable, but it can be read too narrowly, as though the task is simply to avoid harm, follow rules, or use tools with caution. “Informed use” requires something more deliberate: understanding what the tool is being used for, what it can and cannot do, what risks or tradeoffs it introduces, what should and must remain human, and why local educators must oversee implementation in order to determine whether the use fits the instructional, developmental, and community context. In that sense, informed use names both the judgment and the conditions the guidance seeks to cultivate.

“Informed use” explicitly must include the principle of “trust but verify.” If AI is used for tasks such as evaluation of student work or, more minimally, plagiarism detection without notifying those affected by the AI use, then its use likely will erode trust and increase skepticism (or worse, engender or support additional cynicism). Moreover, since AI does make mistakes, human oversight and interaction with the AI outputs is essential to engender trust and ensure that what is provided possesses a “goodness of fit” with agreed upon purposes and uses determined by those deciding upon and affected by AI implementation.

Finally, education is rife with acronyms. In order to support the reader, a glossary is provided as an appendix for all terms that are initially introduced but then referred to by acronym in the remainder of the document (See Appendix: Acronym Glossary).

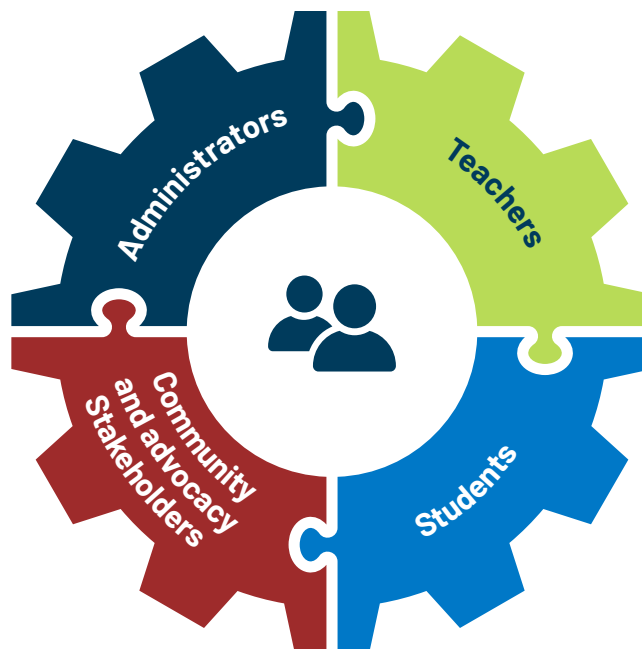
Core AI Concepts for Schools

Summary

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Familiarity with the range of AI concepts, inclusive of AI terminology used in education settings and other relevant notions, is important in developing common understandings in light of how AI can support the development of each student as an individual and member of multiple communities.
- **Schools serve multiple purposes – they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** The identification and application of any educational technology emerges from user beliefs about how people learn, a theory of mind, and notions of human nature. Familiarity with technologies that are used in schools impact how these purposes are experienced by students.
- **Artificial intelligence is a means to inform teaching and learning.** Development of common understandings from concepts is often prefigured by the careful identification of purpose and use by those in specific contexts (i.e., AI use in educational settings is not one-size-fits-all).
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** When overlooked or understated in collective contemplation, concepts central to AI increases the likelihood of unintended consequences and inaccurate expectations (and outcomes).

AI Concepts to Inform Teaching and Enrich Instruction

This section establishes a shared, plain-language foundation of essential artificial intelligence concepts for four audiences:



The purpose of this section is to provide some of the central concepts used to develop AI policies—the terms of art—in support of the use of artificial intelligence as a means of informing and enriching teaching and learning, while preserving the human relationships, professional judgment, equity, privacy, safety, transparency, and accountability that are foundational to that end.

Specifically, explanation of the concept, alignment of the concept with the guiding tenants, and examples of more optimal and less desirable “typical” current uses of the concept in practice are provided.

Also, an additional way of organizing central concepts in and for AI in P-12 settings different than previously described and is organized through the lens of “role” is to categorize by Instruction (e.g., Teaching and Learning), Ethics, Governance, and Human-Centeredness. This information is provided in that it may assist districts in framing their policy work (Appendix: AI Concepts: District Next Steps).

How Concepts Were Selected

The identification of concepts derived from statutory and regulatory requirements, authoritative national and international frameworks intended for education and schooling, and analysis of risk and governance frameworks that emphasize transparency, privacy, equity, validity, accountability, and safety in the design and use of AI systems.

Concepts that function as terms of art within AI (e.g., machine learning, large language models, hallucinations), as well as those that shape how concepts are understood in teaching and learning contexts (e.g., intersubjectivity, human nature, theory of mind), are presented. Rather than attempting to catalog all concepts currently recognized in AI, generally, this section prioritizes concepts that most directly influence P-12 district decisions about AI. Finally, all concepts should be read through a lens of “trust but verify.” Put differently, clarity on purpose and use of the AI and the limits of these based upon local capacity require that AI is monitored and its outputs modified by those humans who engage with it. While the potential purposes and use of AI are numerous, maybe close to infinite, in P-12 settings its potential is in serving as a means of teaching and learning.

Machine Learning



Explanation

Machine learning (ML) is a method for building artificial intelligence systems that learn patterns from data rather than being explicitly programmed for every outcome. In school contexts, machine learning can be embedded in tools that predict student performance, recommend instructional materials, detect patterns in behavior or attendance, or automate categorization tasks. Machine learning systems do not “understand” learning the way humans do; they identify correlations and patterns based on training data.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** ML can identify patterns in data, but it cannot know a student as a person or interpret those patterns in light of relationships, lived experience, motivation, language, culture, or circumstance.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** If ML is used to sort, flag, or recommend, schools must avoid reducing students to probability scores, risk categories, or predicted outcomes.
- **Artificial intelligence is a means to inform teaching and learning.** ML may help surface trends or possible supports, but it should remain a decision-support tool rather than a substitute for professional judgment.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should decide when ML use is educationally justified, what evidence must accompany it, and what human review is required before action is taken.

Examples of uses

- Early warning indicators that flag students for intervention based on attendance, grades, and behavior trends
- Adaptive learning programs that adjust content difficulty based on student performance patterns
- Predictive analytics dashboards used by administrators to identify instructional needs or program impacts
- Recommendation engines that suggest resources, lessons, or interventions to teachers
- Automated categorization of student work into proficiency bands for formative feedback



Explanation

Natural language processing (NLP) is a branch of artificial intelligence that enables computers to work with human language—text and speech—by recognizing patterns, extracting meaning, and generating language-based outputs. In school contexts, NLP can be embedded in tools that translate languages, summarize documents, support writing and revision, analyze open-ended responses, power chatbots, or convert speech to text and text to speech. NLP systems do not “understand” language like humans; they model statistical and computational relationships in language data and can make errors, especially with idioms, context, sarcasm, dialects, and culturally specific references.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Because language carries identity, culture, tone, and relationship, NLP tools can support communication but can also flatten meaning or misread expression if used without human interpretation.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Schools should use NLP in ways that support voice, comprehension, multilingual access, and participation rather than displacing students’ own communication and sense-making.
- **Artificial intelligence is a means to inform teaching and learning.** NLP can assist drafting, translation, summarization, and accessibility, but it should not replace reading closely, writing authentically, or engaging in dialogue with others.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should determine what language uses are appropriate, what data may be entered, and when outputs require verification or human escalation.

Examples of uses

- Speech-to-text transcription for accessibility and note-taking
- Translation support for family communications using approved templates with human review for high-stakes messages
- Summarization of long policy documents or meeting notes for staff review
- Writing-support tools that provide revision suggestions, organization help, and checklists rather than final graded work
- Analysis of open-ended survey responses to identify themes

Computer Vision



Explanation

Computer vision (CV) is a branch of artificial intelligence that enables computers to interpret and analyze visual information—such as images and video—by detecting patterns, identifying objects, recognizing text, and classifying or describing what is shown. In school contexts, computer vision can be embedded in tools that support accessibility, automate document processing, analyze instructional artifacts, or support specialized learning applications such as robotics, engineering, and career and technical education. Computer vision systems do not “see” like humans do; they infer features from pixel data and can make errors depending on lighting, angle, image quality, and training data.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** CV may support access and analysis, but it cannot interpret students’ lives, intentions, or dignity in the way trusted adults can.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Because visual analysis can affect privacy, trust, and belonging, schools should be cautious about uses that normalize surveillance or reduce children to observable data points.
- **Artificial intelligence is a means to inform teaching and learning.** CV may support accessibility or specialized instruction, but it should serve educational purposes determined by educators rather than becoming an independent rationale for adoption.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should distinguish between low-risk instructional uses and higher-risk monitoring or identification uses, with stricter safeguards for the latter.

Examples of uses

- Optical character recognition (OCR) that converts printed worksheets or scanned PDFs into editable, readable text
- Document-processing systems that auto-extract fields from forms
- CTE or robotics projects where students train simple vision models to detect objects using approved datasets
- Assistive technology that describes images or reads signage aloud
- Athletics or performing-arts analysis tools that track motion from video for reflection, feedback, and revision

Generative Artificial Intelligence



Explanation

Generative artificial intelligence (GenAI) refers to AI systems that create new content—such as text, images, audio, video, or code—based on patterns learned from large datasets. These systems generate outputs that can appear coherent and human-like, but they do not produce content based on verified truth; they generate plausible responses based on statistical patterns. In schools, generative AI is often used for drafting materials, brainstorming ideas, generating practice items, and supporting writing or communication tasks.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** GenAI can support drafting and access, but it cannot replace the relational work through which educators know students and build instruction from their strengths and needs.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Because GenAI can shape how students write, create, and communicate, schools should use it in ways that support agency, voice, judgment, and responsibility rather than passive dependence.
- **Artificial intelligence is a means to inform teaching and learning.** GenAI should be treated as a support for exploration, scaffolding, and drafting, not as evidence of learning in itself.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should clarify approved uses, disclosure norms, verification routines, and privacy protections before broad use.

Examples of uses

- Draft lesson materials or parent communications with human review and verification
- Generate differentiated practice prompts, readings, or exemplars
- Brainstorm prompts and question stems to support inquiry-based learning
- Student writing supports such as outlines, revision suggestions, and sentence starters

Vibe Coding



Explanation

Vibe coding is an AI-assisted approach to software creation in which a user describes what they want and the AI generates, revises, and debugs the code through a conversational process rather than through line-by-line programming. In practice, vibe coding often emphasizes rapid prototyping, iteration, and experimentation; in its loosest form, it can also involve accepting code that the user does not fully understand. In school contexts, vibe coding may be used by educators, instructional coaches, technology staff, or students to quickly create small applications, classroom tools, dashboards, websites, or automations.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Vibe coding may help people build tools quickly, but speed of creation does not ensure that what is built reflects the developmental, cultural, linguistic, or relational realities of the students and educators who will use it. Human knowledge of learners, classrooms, and communities remains essential.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** If students or staff use vibe coding to create tools, the educational purpose must extend beyond novelty or efficiency alone. The work should derive from clear identification of developmental and coherent instructional goals, additional reflection on how digital tools shape human activity, and thoughtful participation in shared technological environments.
- **Artificial intelligence is a means to inform teaching and learning.** Vibe coding can help accelerate design, prototyping, and revision, but it cannot displace educator judgment, sound instructional design, accessibility review, privacy review, or informed use for the final product. The fact that an AI can generate code does not make that code educationally appropriate, secure, or reliable if there is a lack of goodness of fit between the instructional outcome and the AI application.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts and schools should decide when vibe coding is appropriate, what kinds of tools may be built this way, what testing and approval processes are required, and when staff or student-created applications may or may not be used with student data. Because vibe coding can involve producing code the creator does not fully understand, review, documentation, and governance are essential.

Vibe Coding

Examples of uses

- Creating a simple classroom website or study tool from a plain-language prompt
- Building a prototype parent communication form or event sign-up tool for internal review
- Drafting a small instructional game, quiz interface, or flashcard app for teacher testing before classroom use
- Generating a first-pass dashboard or script to organize non-sensitive school information
- Helping students in a computer science or design course prototype an app idea while still requiring human explanation, testing, and revision before use



Explanation

Agentic AI refers to AI systems that can pursue a goal with limited supervision by planning multi-step work, using tools or connected systems, drawing on memory or context, and taking actions on a user's behalf. Unlike a system that only responds once to a prompt, an agentic system can sequence tasks, adapt as new information appears, and in some cases act autonomously within permissions set by the user or organization. In school contexts, agentic AI could be embedded in systems that coordinate workflows, gather information across otherwise disparate platforms, draft communications, organize tasks, or support operational processes.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Agentic systems may coordinate tasks or surface options, but these systems do not “know” students in the human, relational, and developmental sense that educators do. The more a system acts within and between systems, the more important it becomes to ensure that relationships, context, and professional knowledge remain central in determining informed use and the monitoring of it.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Because agentic AI can move from suggestion to action, schools should be cautious not to delegate matters affecting student data broadly and elements tied to identity, opportunity, belonging, discipline, or access to services to systems that operate primarily through pattern recognition, optimization, or task completion in particular.
- **Artificial intelligence is a means to inform teaching and learning.** Agentic AI may support workflow efficiency, planning, and coordination, but it must remain in a support role. It must not independently make or execute high-stakes educational decisions, nor should its recommendations be treated as self-justifying simply because they were produced efficiently or at scale. Human oversight and consideration of outputs for goodness of fit are essential.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Agentic AI requires especially careful governance because it may “act,” not merely “generate.” Districts should determine those tasks are appropriate for agentic systems, what approvals are required before action, how activity is logged and monitored, when humans must intervene, and which uses are off-limits altogether. Controls such as clear framing of and limits to the spaces in which agentic AI may act, monitoring, and interruptibility (i.e., when to “pull the plug”) are particularly important.

Agentic AI

Examples of uses

- An internal staff-support agent that gathers information from approved district documents and drafts a first response to routine policy questions
- A scheduling agent that prepares meeting options, drafts invitations, and organizes materials for human approval before sending
- A help-desk agent that classifies technology requests, checks approved knowledge bases, and proposes next steps for staff review
- A curriculum-support agent that assembles district-approved resources aligned to a teacher's requested topic and grade band
- An operations agent that drafts reminders, compiles task lists, and tracks completion across approved systems without making independent high-stakes decisions

Open Source AI



Explanation

Open Source AI refers to AI models and tools whose code, model components, or other technical materials are made available in ways that allow outside parties to inspect, adapt, host, or modify them. In district settings, this can create greater local control over how a tool operates, what data it uses, and how it is aligned to curriculum, language needs, accessibility supports, and governance expectations. At the same time, that greater control also brings greater local responsibility for setup, security, monitoring, maintenance, and oversight.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Informed use of open-source approaches may better support local adaptation to student needs, community language, and district context, but those adaptations should strengthen human-centered teaching rather than shift attention toward technology for its own sake.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Open-source tools may support transparency, shared understanding, and local public accountability because districts can more clearly explain what a tool is doing and why.
- **Artificial intelligence is a means to inform teaching and learning.** Openness does not itself make a tool educationally sound, accurate, equitable, or appropriate. The central question remains whether the tool serves instructional, developmental, and organizational purposes/uses identified by the district.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** If a district adopts or hosts an open-source system, it also assumes responsibility for governance, privacy protections, security controls, review processes, and long-term sustainability.

Examples of uses

- District-hosted writing support tool in a controlled local environment
- Local fine-tuning for bilingual scaffolds or accessibility supports
- Curriculum-aligned chat assistant hosted within district-approved systems

Closed Source AI (proprietary/vendor-controlled model ecosystem)



Explanation

Closed Source AI refers to systems in which the core model, technical implementation, or key system components are controlled by a vendor and are not openly available for local inspection or modification. Districts typically access these systems through purchased products, licensed platforms, or vendor-managed services. Such tools may offer convenience, support, and integrated features, but they also limit local visibility into how the system functions and place greater importance on contracts, governance, privacy protections, and ongoing monitoring.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Closed systems may be easier to adopt, but ease of adoption should not displace educator judgment or obscure how a tool affects students, classrooms, and relationships.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Because vendor-controlled systems can shape opportunity, communication, access, and trust while limiting local transparency, districts should evaluate them in light of fairness, accountability, and the broader public purposes of schooling.
- **Artificial intelligence is a means to inform teaching and learning.** A closed tool may be useful and well-supported, but neither market presence nor platform integration is enough to justify its use. The question remains whether it helps inform teaching and learning in ways that are educationally sound and developmentally appropriate as identified by the district and/or teacher.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should rely on procurement review, contract terms, privacy safeguards, role-based permissions, training expectations, and ongoing monitoring to determine whether vendor-controlled systems align with local goals and requirements.

Examples of uses

- Vendor-provided classroom writing feedback assistant
- Teacher productivity copilots for planning and communications
- Vendor analytics features that flag or predict student needs

Hallucinations



Explanation

Hallucinations refer to AI-generated outputs that are presented as factual but are inaccurate, fabricated, or unsupported by evidence. Generative AI systems may hallucinate citations, names, quotations, policies, or historical facts. Because outputs often sound confident, hallucinations can be difficult to detect without verification. In school contexts, hallucinations can misinform instruction, mislead students, or create inaccurate communications if not carefully checked.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Hallucinations make clear why all those who interact with AI (e.g., district personnel and students) must stay actively involved in interpreting, checking, and, as needed, revising AI outputs.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Learning to verify information is not only an academic skill; it is also for civic development and a demonstration of digital literacy in environments such as (but not limited to) AI where plausible falsehoods circulate easily.
- **Artificial intelligence is a means to inform teaching and learning.** Hallucinations demonstrate that AI outputs are drafts or starting points, not authorities.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should establish norms for verification and communication to the community, especially when AI is used for facts, sources, policy guidance, and the like.

Examples of uses

- AI-generated lesson plans that cite standards incorrectly or fabricate primary sources
- AI summaries of texts that misstate key events, claims, or character motivations
- AI-generated parent communications that include incorrect dates, policies, or procedures
- Student research responses that include fabricated citations or quotations

Bias, Fairness, and Equity



Explanation

Bias in AI refers to systematic errors or skewed outputs that disadvantage particular groups or reflect inequities embedded in training data, design choices, or deployment contexts. In education, biased AI outputs can affect recommendations, scoring, content generation, or predictions that influence student opportunities. Fairness and equity considerations require districts to examine who benefits, who is harmed, and how systems perform across diverse learners.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** A human-centered approach requires that students be understood in their full individuality, not through biased systems that mistake difference for deficit.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Schools have obligations to fairness, equal dignity, and participation.
- **Artificial intelligence is a means to inform teaching and learning.** AI outputs should never be treated as neutral simply because they are automated.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should review tools for subgroup impacts, differential error rates, and risk of harm before and during use.

Examples of uses

- Automated writing feedback that penalizes dialect differences or multilingual structures
- Recommendation systems that reduce access to advanced opportunities based on historical data patterns
- AI-based risk flags that over-identify some groups for behavior concerns
- GenAI outputs that reproduce stereotypes or omit perspectives

Deepfakes and Synthetic Media



Explanation

Deepfakes and synthetic media refer to AI-generated or AI-manipulated images, audio, or video that convincingly depict real people doing or saying things they never did. Synthetic media can be used for legitimate educational purposes, such as simulations or creative projects, but it can also be used to harass, defame, or misinform. In school settings, deepfakes raise risks for student safety, bullying, consent violations, and community trust.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Deepfakes will damage trust in AI, development of an individual as “Self” and citizen, both of which are foundational to learning.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** In support of informed use of AI and demonstration of digital citizenship, students must learn how manipulated media affects truth, responsibility, reputation, and participation in public life.
- **Artificial intelligence is a means to inform teaching and learning.** Synthetic media tools may sometimes support learning if aligned to common understandings and specific purposes and uses, but that value must not obscure the risks of harm, deception, or coercion when considering if there is a goodness of fit between the use of AI and the specific teaching and learning that it could potentially support.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts must collectively develop and make transparent policies for set rules for disclosure, consent, prohibited conduct, reporting, and response.

Examples of uses

- A student creates a fake image of another student to embarrass or harass them
- Synthetic audio of a teacher is shared online to create confusion or reputational harm
- AI-generated images are used in student projects without disclosure, creating misinformation risks
- Digital citizenship lessons use examples of manipulated media to teach verification practices

Chatbot



Explanation

A chatbot is a conversational software system that responds to user prompts using predefined rules, retrieval from curated sources, and/or machine learning models, including large language models. In school contexts, chatbots can be used to answer questions, provide tutoring-style support, draft text, summarize information, guide users through procedures, or route requests to the right person or resource. Chatbots generate responses based on patterns in training data and or knowledge sources; they do not understand meaning the way humans do and can produce confident but incorrect outputs unless constrained and supervised.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Chatbots may assist, but they do not know students personally and cannot replace educator understanding, care, or interpretation.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Students should learn not only how to use chatbots but also how to question them, disclose their use when appropriate, and avoid confusing fluency with trustworthiness.
- **Artificial intelligence is a means to inform teaching and learning.** Informed use of a chatbot, like other forms of AI, can be a support tool when its purposes/uses are identified by those interacting with it. AI is not a teacher, counselor, or authority.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Schools should specify appropriate use cases, data limits, supervision expectations, and escalation pathways for sensitive matters. Those charged with overseeing the informed use of AI must ensure that students are aware of the limits of AI. District policies must make this clear and, within a school, educators must establish engagements where the AI is not able to be used in inappropriate ways.

Examples of uses

- A district help-desk chatbot that answers common questions and routes complex issues to staff
- A classroom tutoring chatbot that provides step-by-step hints aligned to teacher-approved materials
- A teacher workflow chatbot that drafts lesson plan variations and differentiated practice items for teacher review
- A student-facing writing support chatbot that helps brainstorm, outline, and revise
- A multilingual family communication chatbot that provides translations and plain-language explanations using approved district content

Academic Integrity



Explanation

Academic integrity refers to honesty and responsibility in learning, including expectations about original work, appropriate collaboration, attribution, and ethical use of tools. In P-12 settings, academic integrity includes clarity about when AI assistance is allowed, how it should be disclosed, and how assignments and assessments can be designed to support authentic learning rather than shortcutting. So too, when AI is used in the evaluation of student work (i.e., development of rubrics for use by individuals to evaluate artifacts), those whose work is evaluated must be made aware of this prior to its use.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Integrity requires trust between students and educators on honoring student thinking, voice, and growth and the district and community in terms of transparency when AI is used and for what purposes.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Integrity is part of forming responsibility, honesty, and accountability in communities where one's words and actions matter.
- **Artificial intelligence is a means to inform teaching and learning.** AI may support brainstorming, revision, or practice, but it must not obscure what and how a student shows what they know, understand, or are able to do.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should define when AI assistance is permitted, what disclosure is expected, and how assignments preserve authentic learning.

Examples of uses

- Students use AI to draft artifacts
- Teachers redesign writing tasks to include drafting, conferencing, and reflection artifacts
- AI tools are used for brainstorming or outlining with explicit permission and citation
- Schools use AI-detection tools as one data point, not as definitive proof of cheating

Privacy and Data Stewardship



Explanation

Privacy and data stewardship refer to how districts collect, store, share, and protect student and staff data. AI tools often require data inputs such as prompts, student work, and usage logs that can become part of vendor systems. Data stewardship requires districts to minimize collection, ensure lawful and ethical use, control retention, and ensure transparency with families.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Respecting students and families includes respecting their identity as individuals and citizens and not as “data sources” for tool development.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Schools model lawful, careful, and ethical treatment of information as part of civic responsibility.
- **Artificial intelligence is a means to inform teaching and learning.** The fact that a tool can accept data does not mean it should receive student data. Educational purpose must govern data entry.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should define what may be entered, who may enter it, what tools are approved, and how privacy risks are monitored.

Examples of uses

- Teachers paste identifiable student writing into a public AI tool for feedback
- AI vendors store prompts and outputs, creating retention and ownership concerns
- Student accounts are created without clear district oversight of data sharing and settings
- Districts adopt DPAs and procurement requirements to ensure privacy safeguards
- Students learn to compose appropriate prompts that are grounded upon ensuring data security.

Transparency



Explanation

Transparency refers to clear communication about when and how AI is used, what data it relies on, what it can and cannot do, and who is accountable for oversight. Transparency supports trust and helps prevent misuse, over-reliance, or hidden decision-making processes that affect students and families.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Transparency strengthens trust by helping people understand when AI is present and what role it is playing in learning and communication.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Transparent and multiple means of communication about AI use is essential for engendering trust in its use within P-12 settings.
- **Artificial intelligence is a means to inform teaching and learning.** Explicit attention to transparency helps keep AI in its proper place as a support whose role and limits are visible.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts must communicate approved uses, limitations, safeguards, and roles for review and in ways readily understandable by the range of audiences served by the district.

Examples of uses

- District publishes a list of approved AI tools and their purposes
- Teachers disclose AI use in creating instructional materials
- Students learn how AI systems generate text or recommendations
- Community meetings include discussion of AI governance and safeguards
- Vendors provide documentation of model purpose and limitations

Validity and Reliability



Explanation

Validity refers to whether an assessment or tool measures what it intends to measure. Reliability refers to whether results are consistent and dependable across time, contexts, and raters. When AI is used for scoring, feedback, or evaluation, districts must consider whether AI outputs are valid, reliable, and appropriate for the intended use.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Sound educational judgment depends on learner context, developmental appropriateness, and professional interpretation, not just technical consistency.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** If AI affects evaluation, feedback, or placement, schools must ensure that those uses do not distort judgments about students' capabilities or futures.
- **Artificial intelligence is a means to inform teaching and learning.** AI-generated scores or feedback can assist in supporting aspects of evaluation (i.e., development of rubrics that possess a goodness of fit tied to human-identified specific purpose/use and whose use is communicated to those upon whom it will be used), and should never be mistaken for definitive evidence.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should determine where AI is appropriate in assessment-related contexts and what evidence is required before adoption.

Examples of uses

- AI scoring of short-answer responses or essays
- AI-generated rubric feedback suggestions for teacher review
- Automated benchmarking tools that place students in groups based on AI-inferred proficiency
- AI writing quality scores used for progress monitoring
- AI-generated practice tests that may not align to intended constructs

Safety and Well-Being



Explanation

Safety and well-being refer to protecting students as individuals and citizens as well as their data from harm, supporting healthy development and ensuring that technology use does not create psychological, social, or physical risk. AI tools can expose students to harmful content, enable harassment through synthetic media, or create unhealthy dependence if used without boundaries.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Students learn best in environments of trust, care, and safety; AI use must never weaken those supports.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Schools are responsible for protecting children while supporting healthy development as individuals in the various communities in which they participate.
- **Artificial intelligence is a means to inform teaching and learning.** AI tools may support access or scaffolding but must not and cannot serve as substitutes for trusted adults and the essential interactions that ground teaching and learning.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts must establish transparent and understandable student-facing safeguards, boundaries, reporting pathways, and response protocols.

Examples of uses

- Student exposure to harmful or inappropriate AI-generated content
- Students using chatbots for emotional support instead of trusted adults
- AI tools enabling bullying through synthetic images or impersonation
- Teachers using AI to support scaffolding while maintaining relational teaching practices
- District response protocols for harmful outputs or misuse

Security and Resilience



Explanation

Security refers to protecting systems and data from unauthorized access, breaches, misuse, or manipulation. Resilience refers to the ability to sustain operations and recover from failures or disruptions. AI systems can introduce new risks, including data leakage and dependence on external vendors for core functions.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Protecting systems and information is part of protecting the people and relationships entrusted to schools.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Reliable and secure systems are necessary for maintaining public trust and continuity in school functions.
- **Artificial intelligence is a means to inform teaching and learning.** AI-enabled tools should be used only where their security risks are understood and managed in service of educational purpose.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts must evaluate security expectations, response plans, vendor dependence, and operational continuity before adoption.

Examples of uses

- Prompt-injection or data-exfiltration attempts in AI chat tools
- Vendor outages that disrupt AI-enabled classroom tools
- AI tools used on unmanaged devices or personal accounts
- Unauthorized sharing of sensitive information through AI prompts
- Security incidents involving third-party AI integrations

Explainability and Interpretability



Explanation

Explainability refers to the ability to describe why an AI system produced a particular output. Interpretability refers to how understandable the system's reasoning or contributing factors are to humans. In education, explainability and interpretability help educators and leaders judge whether an AI output is appropriate, defensible, and aligned to learning goals and district values.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Educators need enough understanding of outputs to judge whether they make sense for a particular learner and context.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** When AI influences recommendations or decisions, schools should be able to explain, in transparent ways understandable to the variety of audiences the district serves, rationale for its goodness of fit/appropriateness of use in a specific instance.
- **Artificial intelligence is a means to inform teaching and learning.** AI outputs that cannot be meaningfully interpreted must not be used and, when AI is used, it cannot and must not displace human reasoning, especially in matters of teaching and learning.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should consider explainability in procurement and be cautious about black-box uses in higher-impact settings.

Examples of uses

- A tool recommends an intervention but cannot explain what evidence drove the recommendation
- AI feedback on writing provides scores but limited rationale
- A district dashboard shows risk levels without clarity on contributing factors
- Teachers receive AI-generated suggestions that must be interpreted through professional judgment
- Students receive automated feedback and need to understand how it was generated

Human Oversight and Accountability



Explanation

Human oversight and accountability refer to ensuring that people—not AI systems—remain responsible for decisions, actions, and outcomes in educational settings. This includes designing systems and practices so that AI outputs are reviewed, challenged, and contextualized by educators and leaders, and so that there are clear roles for responsibility, escalation, and remediation.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Human oversight keeps AI use connected to the lived realities of students and the responsibilities of educators.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** In addition to providing accurate and actionable data, the transparent reporting of AI accountability must engender trust in and with those audiences affected by the use of AI.
- **Artificial intelligence is a means to inform teaching and learning.** Oversight keeps AI in a supporting role and prevents responsibility from being shifted onto systems.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts must identify the persons, processes, and policies for who approves, monitors, reviews, pauses, and corrects AI-influenced uses.

Examples of uses

- AI-generated feedback is reviewed and personalized by the teacher before being given to students
- A district uses AI analytics dashboards but requires human review before interventions occur
- Staff have clear reporting channels when AI outputs create harm or errors
- District leaders define governance roles for AI oversight and decision-making
- Students and families can raise concerns and request review of AI-influenced outcomes

Informed Use of Artificial Intelligence



Explanation

Informed use of artificial intelligence means using AI with a clear educational purpose, with attention to context, and with recognition that artificial intelligence is a means to inform teaching and learning rather than an end in itself. Its use should be evaluated in light of what it is meant to support, for whom, under what conditions, and with what safeguards. In schools, this includes the use of AI to inform instructional planning and delivery, to enrich student engagement and experience, and to support district operations in ways that remain educationally grounded, developmentally appropriate, and responsive to local needs.

Informed use also requires understanding the limits of AI outputs. Artificial intelligence may assist with drafting, planning, organizing, feedback, translation, explanation, and other tasks, but its outputs are not synonymous with truth, sound judgment, or educational appropriateness. For that reason, outputs should be verified and interpreted by the humans responsible for their use. This guidance therefore distinguishes between assistance, substitution, and professional judgment. Artificial intelligence may assist educators and students in particular tasks, but it should not substitute for educator judgment, human relationships, developmental knowledge, or district responsibility for important decisions.

Why this concept is important in light of the guiding tenets

- Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school. Informed use of AI keeps educational relationships at the center of its use in teaching and learning through ensuring that AI supports, rather than displaces, the interpersonal relationships that ground such interactions (e.g., educator professional knowledge; acknowledging, respecting, and building upon student assets and interests).
- Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life. Informed use helps schools evaluate whether AI use strengthens learning while also supporting student development, agency, responsibility, and participation in shared communities.
- Artificial intelligence is a means to inform teaching and learning. Informed AI is a tool for assistance, not a substitute for teaching, learning, judgment, or institutional responsibility. Its value depends on how well it serves educational purposes identified by those who use it.
- Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use. Informed use requires districts and educators to decide which uses are appropriate, under what conditions, with what safeguards, and with what degree of transparency, oversight, and human review, and to communicate this to those affected by its use.

Informed Use of Artificial Intelligence

Examples of uses

- A teacher uses AI to generate possible lesson examples, then reviews and revises them for accuracy, developmental appropriateness, and alignment to the needs of a specific group of students
- Students use AI for brainstorming, translation, or feedback in ways permitted by the educator, while remaining responsible for verifying information and producing work that reflects their own learning
- A district uses AI to help draft communications or summarize operational information, but staff review outputs before use to ensure accuracy, tone, privacy protection, and contextual fit
- An educator declines to use AI for a high-stakes decision, such as grading a complex student performance, determining discipline, or making placement recommendations, because those decisions require professional and institutional judgment
- School staff treat AI outputs as provisional assistance that must be checked against trusted sources, local policy, and the educational purpose at hand

Theory of Mind



Explanation

Theory of mind is a set of assumptions an individual holds about another (e.g., their thoughts, beliefs, intentions, emotions, and perspectives) and awareness that these are likely different from one's own. In schools, theory of mind is foundational to empathy, perspective-taking, relationship-building, conflict resolution, and instruction that responds to learners' needs and individuals' development as citizens. In particular, the theory of mind held by an educator grounds how that educator interprets student behavior, communicates effectively, and supports social and emotional development.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Theory of mind helps explain why teaching depends on understanding learners as individuals who possess and act upon hopes, fears, desires, among other aspects through engagement in the world.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Perspective-taking and empathy are part of developing as an individual and citizen.
- **Artificial intelligence is a means to inform teaching and learning.** AI may support aspects of interactions that ground teaching and learning conversation, but it is not human and does not possess a “human perspective” in the way people do. Reminding those who engage with AI of this distinction is especially important in P-12 settings.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should consider whether AI uses support or erode the human capacities of empathy, interpretation, and responsive judgment.

Examples of uses

- Teachers interpret why a student responds the way they do and adjust instruction accordingly
- Students practice perspective-taking in discussion-based learning and collaborative tasks
- Administrators use teacher and counselor insight—not only data outputs—when planning interventions
- AI tools are positioned as supports, not substitutes, for the relational work of teaching

Human Nature – How People Learn



Explanation

How people learn reflects the well-established understanding that learning is not merely information acquisition; it is shaped by cognition, emotion, relationships, culture, motivation, identity, prior knowledge, and context. Effective teaching relies on understanding learners as unique individuals (i.e., the theory of mind held by the educator) and on designing environments that support meaning-making, belonging, feedback, and purposeful practice. AI tools may support aspects of learning, such as practice, feedback, or accessibility, but they cannot replace the social and contextual conditions that enable deep learning.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Teaching and learning are social, developmental, and contextual, and emerge from interactions between educators and students.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Because schools support the development of the student as an individual and citizen, AI uses should be determined and evaluated by whether they strengthen or weaken development of belonging, agency, identity, and citizenship.
- **Artificial intelligence is a means to inform teaching and learning.** AI can support some aspects of practice and access, but it cannot replace the human conditions that make learning meaningful.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should adopt AI only in ways that accord with established understandings of healthy human development in all its facets.

Examples of uses

- Teachers use AI for drafting supports but prioritize discussion, feedback, and relationship-based learning
- Students use AI to demonstrate understanding through the use of AI applications that possess a goodness of fit for the identified instructional purpose/use.
- Districts select AI tools that enhance accessibility and differentiation in support of teacher agency/efficacy
- AI is integrated in ways that protect belonging, identity, and motivation

Intersubjectivity



Explanation

Intersubjectivity refers to an assumption that an “other” is able to share experiences and communicate with those individuals who underwent the same or similar experience.²⁵ In education, it is closely tied to communication, mutual understanding, shared meaning-making, and the relational dynamics that enable learning communities. Intersubjectivity is central to classroom discussion, collaborative learning, trust, belonging, and how teachers and students co-construct understanding over time. AI tools can support communication and access, but they cannot replace the lived, reciprocal social process through which shared meaning develops.

Why this concept is important in light of the guiding tenets

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Intersubjectivity names the relational and communicative process through which understanding is often built through engagement with others.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Shared meaning-making that is grounded upon intersubjectivity is central both to academic learning and to becoming a “Self” and citizen.
- **Artificial intelligence is a means to inform teaching and learning.** AI may support communication and access, but it should not displace the reciprocal exchange through which genuine understanding and belonging develop.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Districts should govern AI in ways that preserve dialogue, collaboration, and human connection as primary features of schooling.

Examples of uses

- Discussion-based learning where meaning is built through student-to-student and student-to-teacher dialogue
- Collaborative inquiry tasks that require negotiation, empathy, and shared interpretation
- Teacher feedback conferences that build trust and clarify misconceptions
- AI used to support accessibility, such as translation or captioning, while preserving human interaction as primary

Together, these concepts can assist in establishing a coherent, shared foundation for district leaders, teachers, students, and communities in developing policies and practices that capitalize on the benefits of AI.²⁶ They support responsible policy development and classroom practice by clarifying what AI can do, what it cannot do, and what safeguards are required so that artificial intelligence can inform teaching and enrich instruction without displacing human judgment, professional expertise, and educational values.

The next section of this guidance—*AI for Teaching and Learning*—uses these concepts, sometimes actively and sometimes tacitly, to provide examples of how informed use of AI can support instructional planning and enrich student engagement.



AI for Teaching and Learning

Summary

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** The student-teacher relationship is the most important element in teaching and learning. Instructional planning and delivery requires a teacher to consider the child—their interests, readiness, and learning profile—the curriculum, and the instructional sequence through which teaching and learning occurs.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Educational technology must be a means, and never an end, to help students gain confidence and competence by investigating interests, discovering new ideas, and strengthening their sense of “Self” and responsibility as members of larger communities. AI should expand opportunities for students to show what they know about content in ways that resonate with their sense of self and are recognizable within larger cultural practices.
- **Artificial intelligence is a means to inform teaching and learning.** Engagement with content and sharing developing understandings may be enhanced with the use of AI when AI is a means.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** The use of AI for instructional planning must be informed by the child—their interests, readiness, and learning profile—recognized ways of participating within larger practices (i.e., content areas), and alignment with academic and other applicable standards in ways that capture the locally determined purposes and uses upon which experiences in schools are crafted.

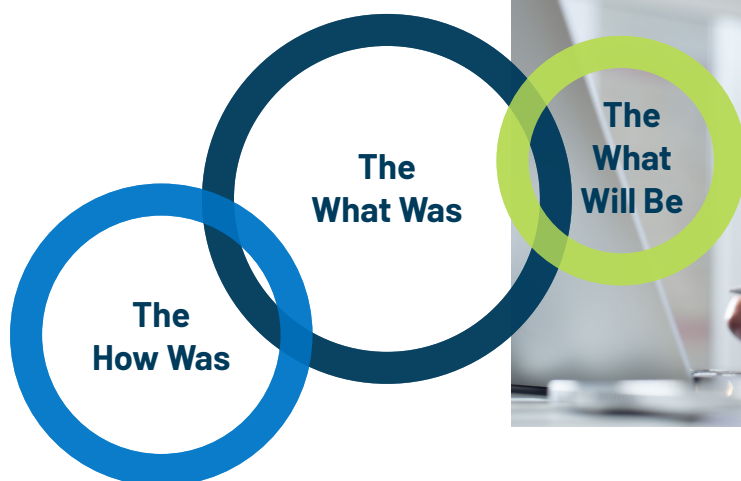
Using the concepts introduced in the previous section, this section will introduce the reader to specific ways artificial intelligence *can be used* the district, school, and classroom levels to *inform teaching and learning practices while preserving the human relationships* essential to effective teaching and learning. Beginning with the consideration of instructional planning prior to the policies that are necessary for the selection of specific AI application is deliberate. Crafting examples, first without the use of AI and then with its inclusion, shows ways in which “AI as means” can also provide a framework from which districts can imagine real uses in light of their unique contexts. It is these real uses—those that resist abstraction (i.e., AI will replace teachers) and that distract from more modest and reasonable possibilities—upon which district policies should derive.

Human-to-Human Relationships & AI Use in Teaching and Learning: What Is, What Will Be, What Could Be

When asked how AI may inform teaching and learning, clarifying the context in which that information will be used is essential. Teaching and learning take place in spaces with individuals with unique motivations, values, and experiences. These mingle together to create assumptions about the purposes and uses of what is taught, how it is taught, and how what is taught is understood. Another way of expressing this is that without common understandings about the *purposes* and *use* of the teaching and learning engagements, the means available for what is taught, how it is taught, and how what is taught is understood can all too easily be misunderstood. Thus, this portion of guidance first considers teaching and learning apart from any specific tool; it then introduces AI uses through that lens to examine how AI informs and can enhance student-teacher engagement.

Generally, when teachers engage in instructional planning, they consider the child or children, their interests, readiness level, and learning profile,²⁷ the curriculum, and the instructional sequence through which teaching and learning occurs. Teachers, knowing what they know about a student or group of students, concurrently reflect upon the prior learning of the students in the particular content—the **what was**, the ways in which the student engaged with the content—the **how was** (e.g., through a performance of a poem, constructing an essay and other form of representing students' current understanding of the topic). From this, the teacher identifies those subsequent experiences—the **what will be**—and the means through which emergent understandings are demonstrated.

Missing from the previous broad description of instructional planning are those aspects of teacher knowledge not easily captured in a planning document/lesson plan/unit plan: knowledge about the student “as a person”—their interests, preferred ways of showing understanding, and the like. Put differently, the teacher also reflects upon the hopes, dreams, and fears of the student as gleaned from the previous interactions with the student “as a person.” Also, professional knowledge of human development (i.e., nature) and teacher beliefs²⁸ about how people learn through engagement in the world (i.e., nurture) and available resources affect instructional planning.



This is particularly relevant for AI use in teaching and learning. Broad questions such as “How can AI enhance interactions between students and teachers?” are useful starting points but should be refined to examine benefits and consequences for AI as a means to support learning and, more importantly, for how their use can support students’ developing sense of “Self,” competence, and confidence.

To reiterate, the posed questions are “instructional tool” agnostic insofar as a teacher can ask them about any student engagement with content. What is important is the asking of the question(s) and, secondarily, the means through which the showing of understanding (supporting the showing of understanding) is shared.

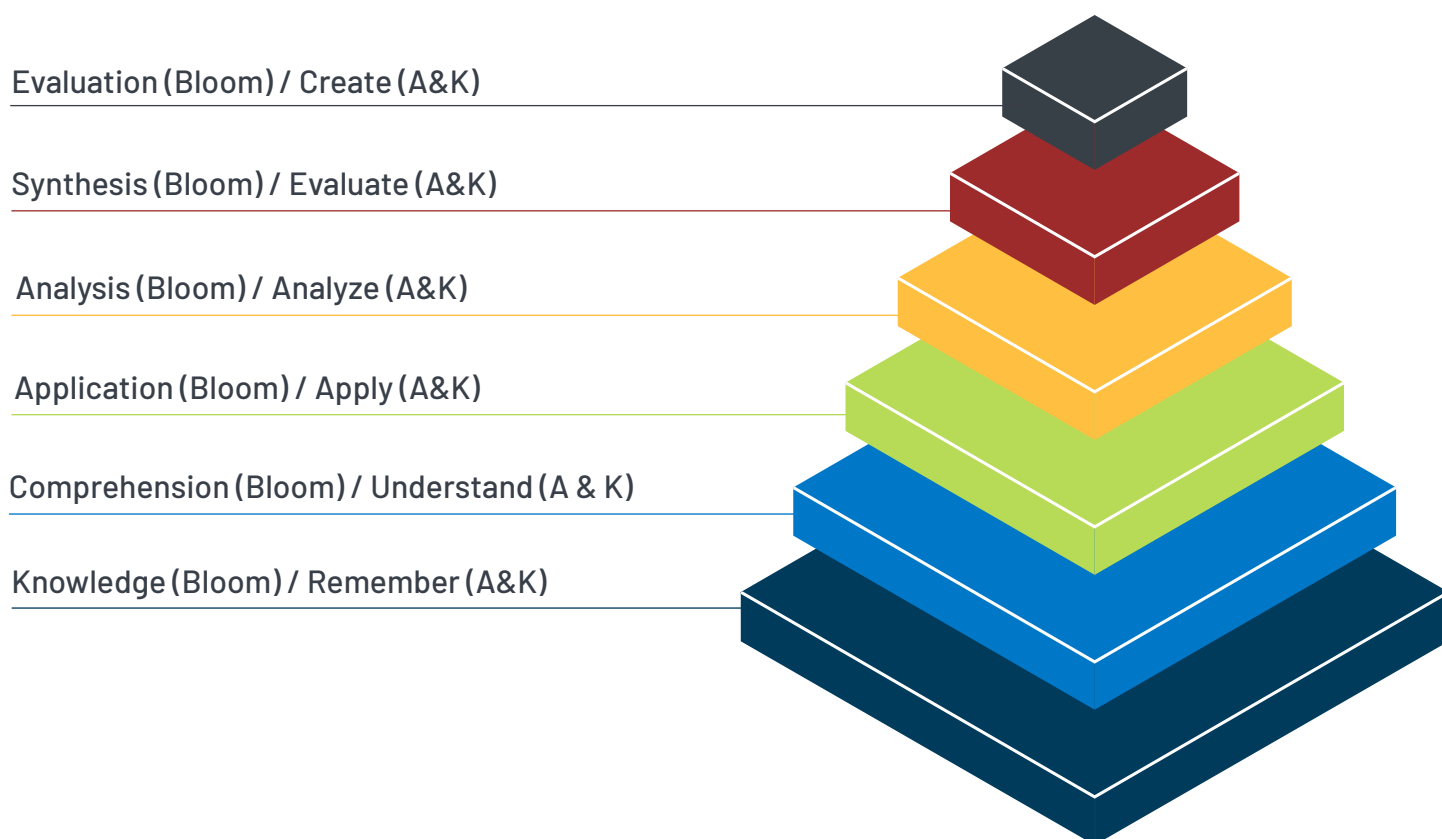
As a starting point, there are a few questions that may generate thoughts about the use of AI as a means to support teaching and learning:

- How can AI enhance student-teacher interactions to collect information on student interest, readiness, and learning profile so that a teacher can differentiate instruction and resources in support of students’ developing sense of self?
- How can AI be used in ways that support or enrich the development of a sense of competence and confidence as they demonstrate evolving understanding through “showing what they know” (e.g., from project inception, through ongoing work and reflection, to evaluation)?

Taxonomy as a Lens for Instructional Planning

To consider the aforementioned in greater detail, it is often useful to consider how the **what was** and **what will be** when filtered through a recognized framework. This guidance uses Bloom’s Taxonomy²⁹ (Figure One: Bloom’s Taxonomy – 1956 & Anderson and Krathwohl [A&K], 2001)³⁰ although there are many others that may be helpful, too.³¹ This approach can be useful to show how a model that is inherently linear—for instance, that an individual needs to possess knowledge of (Bloom) and recall (A&K) in order to demonstrate a nascent level of comprehension/understanding, and so forth—while useful, can limit possibilities considered for student engagement as the planning focus on how the environment and means through which such responses are “provoked.”³² If AI is a means, then placing it as such within a recognized framework can assist in seeing where, when, and how it is most appropriately situated in order to inform teaching and learning.

Figure One: Bloom’s Taxonomy – 1956 & Anderson and Krathwohl (A&K), 2001



Assumptions about the learner and the identification of expectations for what constitutes “understanding” generally (and outside/apart from any consideration of how AI can inform and hopefully enhance learning through the interactions of the student(s) and teacher) prefigure instructional planning. For instance, for both Bloom and Anderson and Krathwohl (A&K), learning objectives identified in the planning of a lesson and/or unit (the “**what will be**” from the “**what is**”), prior to any comprehension (Bloom) or understanding (A&K), students must possess “knowledge of” and/or be able to recall the idea/content in question. Once that occurs, then a series of interactions afford students the opportunity to “show what they know” through the different framing of the initial “knowledge of”/recall. That this is the case is very important in instructional planning insofar as the *what* and the means through which the *how what* is shown is important for a teacher to “capture” in order to support student learning.

Thus, using Bloom and A&K as a point of departure for instructional planning, are four grade-band examples beginning with the most general of descriptions to how AI might be integrated to inform and hopefully enhance learning engagements for students.

Taxonomy – Grade-Band Planning Examples

The following examples are organized by grade band: P-2, 3-5, 6-8, and 9-12 and in different content areas. The purpose is to provide a “typical” planning example (e.g., specific content/context, sequence, standards aligned) without AI and then how AI *as a means* may inform instruction and enrich student engagement with content (e.g., teaching and learning).

Early Elementary (K-2)

General Description: The teacher reads *Home is Calling: The Journey of the Monarch Butterfly*³³ and captures impressions of students.

Planning Overview:

What is (point of departure)

1. Upon reading or being read to, students can ask/answer basic who/what/where questions, but don't consistently justify with evidence.

What will be (destination)

2. Students will answer/ask questions about the read-aloud and justify responses with picture/text evidence.

Standards

- **Illinois Learning Standards (ISBE):** [Illinois Learning Standards \(ILS\) – ELA \(ISBE PDF\)](#)
- **National Standards:** [Common Core State Standards \(CCSS\) – ELA/Literacy](#)

Alignment to Bloom and A&K

Knowledge/Remember

1. Who/what/where do you see it on this page?

Illinois Learning Standards (ILS): RL.K.1, RL.1.1, RL.2.1 (Reading: Literature—Key Ideas & Details); RL.K.7, RL.1.7, RL.2.7 (Reading: Literature—Integration of Knowledge & Ideas)

National standards: CCSS.ELA-Literacy RL.K.1/RL.1.1/RL.2.1; CCSS.ELA-Literacy RL.K.7/RL.1.7/RL.2.7

2. What words did we hear? Point/label them.

Illinois Learning Standards (ILS): RL.K.4, RL.1.4, RL.2.4 (Reading: Literature—Craft & Structure); L.K.6, L.1.6, L.2.6 (Language—Vocabulary Acquisition & Use)

National standards: CCSS.ELA-Literacy RL.K.4/RL.1.4/RL.2.4; CCSS.ELA-Literacy L.K.6/L.1.6/L.2.6

Comprehension/Understand

3. Tell it back in your own words.

Illinois Learning Standards (ILS): RL.K.2,

RL.1.2, RL.2.2 (Reading: Literature—Key Ideas & Details)

National standards: CCSS.ELA-Literacy RL.K.2/RL.1.2/RL.2.2

4. Why do you think that happened? (Use the picture.)

Illinois Learning Standards (ILS): RL.K.3, RL.1.3, RL.2.3 (Reading: Literature—Key Ideas & Details); RL.K.7, RL.1.7, RL.2.7 (Reading: Literature—Integration of Knowledge & Ideas)

National standards: CCSS.ELA-Literacy RL.K.3/RL.1.3/RL.2.3; CCSS.ELA-Literacy RL.K.7/RL.1.7/RL.2.7

Application/Apply

5. Put pictures/events in order: first/next/then/last.

Illinois Learning Standards (ILS): RL.K.2, RL.1.2, RL.2.2 (Reading: Literature—Key Ideas & Details); W.K.3, W.1.3, W.2.3 (Writing—Narrative sequence/events)

National standards: CCSS.ELA-Literacy RL.K.2/RL.1.2/RL.2.2; CCSS.ELA-Literacy W.K.3/W.1.3/W.2.3

6. Use a book word to explain your idea.

Illinois Learning Standards (ILS): L.K.6, L.1.6, L.2.6 (Language—Vocabulary Acquisition & Use); RL.K.4, RL.1.4, RL.2.4 (Reading: Literature—Craft & Structure)

National standards: CCSS.ELA-Literacy L.K.6/L.1.6/L.2.6; CCSS.ELA-Literacy RL.K.4/RL.1.4/RL.2.4

Analysis/Analyze

7. Same/different? Use two picture clues.

Illinois Learning Standards (ILS): RL.K.9, RL.1.9, RL.2.9 (Reading: Literature—Integration of Knowledge & Ideas); RL.K.7, RL.1.7, RL.2.7 (Illustrations/details as evidence)

National standards: CCSS.ELA-Literacy RL.K.9/RL.1.9/RL.2.9; CCSS.ELA-Literacy RL.K.7/RL.1.7/RL.2.7

8. What caused the change? What happened because of it?

Illinois Learning Standards (ILS): RL.1.3, RL.2.3 (Reading: Literature—events/ connection between events)
National standards: CCSS.ELA-Literacy RL.1.3/RL.2.3

Synthesis/Create

9. Create a new page(s) that could come next (use one “true” detail).

Illinois Learning Standards (ILS): W.K.3, W.1.3, W.2.3 (Writing—Narrative development); RL.K.1/RL.1.1/RL.2.1 (Use text evidence/ detail selection)
National standards: CCSS.ELA-Literacy W.K.3/W.1.3/W.2.3; CCSS.ELA-Literacy RL.K.1/RL.1.1/RL.2.1

10. Make a class poster showing the story progression with the new page(s)

Illinois Learning Standards (ILS): SL.K.5, SL.1.5, SL.2.5 (Speaking & Listening— add visual displays); W.K.6, W.1.6, W.2.6 (Writing—shared/interactive publishing, as applicable)
National standards: CCSS.ELA-Literacy SL.K.5/SL.1.5/SL.2.5; CCSS.ELA-Literacy W.K.6/W.1.6/W.2.6

Evaluation/Evaluate

11. Teacher-modeled categories for evaluation (e.g., accuracy of sequence, clarity of pictures/representations, and the like)

Illinois Learning Standards (ILS): W.K.5, W.1.5, W.2.5 (Writing—revise/strengthen with guidance); SL.K.1, SL.1.1, SL.2.1 (Speaking & Listening—collaborative conversations)
National standards: CCSS.ELA-Literacy W.K.5/W.1.5/W.2.5; CCSS.ELA-Literacy SL.K.1/SL.1.1/SL.2.1

12. How well does the poster and newly created pages(s) enhance the story and/or clarify an aspect(s) of the original story?

Illinois Learning Standards (ILS): SL.K.1,

SL.1.1, SL.2.1 (Collaborative discussion— build on others’ ideas); W.K.5/W.1.5/W.2.5 (Use criteria/feedback to improve)

National standards: CCSS.ELA-Literacy SL.K.1/SL.1.1/SL.2.1; CCSS.ELA-Literacy W.K.5/W.1.5/W.2.5

13. Which answer is better and why?

Illinois Learning Standards (ILS): SL.K.3, SL.1.3, SL.2.3 (Speaking & Listening—ask/ answer, clarify/evaluate information); SL.K.1/SL.1.1/SL.2.1 (Use reasons in discussion)

National standards: CCSS.ELA-Literacy SL.K.3/SL.1.3/SL.2.3; CCSS.ELA-Literacy SL.K.1/SL.1.1/SL.2.1

Late Elementary (3–5)

General Description: The teacher structures a discussion of the student generated question of “What are the most appropriate variables to track for/in the development and maintenance of a school/community garden and the best ways to represent them?”

Planning Overview:

What is (point of departure)

1. Students can measure mass, volume, distance (but may misread scales, start at the wrong mark, or mix units).
2. Students can read basic representations of numeric data in visual representations (graphs, charts, and the like) but may confuse axes or make claims without citing the relationship between number and image.
3. What will be (destination)
4. Students collect/organize garden data, create an accurate representation, interpret patterns, and justify a claim using data evidence (with units).
5. Students will verify claims by connecting image to number (i.e., showing how images are another way of representing collected numeric data).

Standards

- **Illinois Learning Standards (ISBE):** [Illinois Learning Standards \(ILS\) – Mathematics \(ISBE PDF\)](#)
- **National Standards:** [Common Core State Standards \(CCSS\) – Mathematics](#)

Alignment to Bloom and A&K

Knowledge/Remember

1. What unit of measurement are we using?
Illinois Learning Standards (ILS): 3.MD.A.2 (Measurement & Data—Measure/estimate using standard units); 4.MD.A.1 (Measurement & Data—Relative sizes of units; within-system conversions); 5.MD.A.1 (Measurement & Data—Convert

like measurement units)

National standards: CCSS.MATH 3.MD.A.2; 4.MD.A.1; 5.MD.A.1

2. What are the min/max values? What is the range?

Illinois Learning Standards (ILS): 3.MD.B.3 (Represent & Interpret Data—scaled graphs); 4.MD.B.4 (Represent/interpret data—line plots; interpret measures of center/spread)

National standards: CCSS.MATH 3.MD.B.3; 4.MD.B.4

Comprehension/Understand

3. Explain what each part of the graph shows (title, labels, scale, bars/points).

Illinois Learning Standards (ILS): 3.MD.B.3 (Scaled picture/bar graphs—interpret data); 4.MD.B.4 (Display data on line plots—interpret)

National standards: CCSS.MATH 3.MD.B.3; 4.MD.B.4

4. What do the values mean in light of our plant growth question?

Illinois Learning Standards (ILS): 3.MD.B.3 (Solve one- and two-step problems using data); MP.3 (Construct viable arguments & critique reasoning of others)

National standards: CCSS.MATH 3.MD.B.3; SMP 3

Application/Apply

5. Measure and record correctly (with units) using a table.

Illinois Learning Standards (ILS): 3.MD.A.2 (Measure/estimate using units); MP.6 (Attend to precision)

National standards: CCSS.MATH 3.MD.A.2; SMP 6

6. Make a graph with a correct title, labels, and scale.

Illinois Learning Standards (ILS): 3.MD.B.3 (Scaled picture/bar graphs); 4.MD.B.4 / 5.MD.B.2 (Line plots; data displays, as applicable); MP.6 (Attend to precision)
National standards: CCSS.MATH 3.MD.B.3; 4.MD.B.4; 5.MD.B.2; SMP 6

Analysis/Analyze

7. What pattern do you see across weeks? Cite at least two data points.

Illinois Learning Standards (ILS): 4.MD.B.4 (Interpret data; analyze variability); MP.3 (Justify with evidence)
National standards: CCSS.MATH 4.MD.B.4; SMP 3

8. Compare data from two plants/beds: Which grew more and how do you know?

Illinois Learning Standards (ILS): 3.MD.B.3 (Compare/solve problems using data); MP.3 (Arguments with evidence)
National standards: CCSS.MATH 3.MD.B.3; SMP 3

Synthesis/Create

9. Create an annual report: recommend changes supported by data evidence.

Illinois Learning Standards (ILS): MP.4 (Model with mathematics); MP.3 (Arguments with evidence from data)
National standards: SMP 4; SMP 3

10. Design a new data display that makes comparison easier; justify graph choice.

Illinois Learning Standards (ILS): MP.5 (Use appropriate tools strategically); MP.4 (Model with mathematics)
National standards: SMP 5; SMP 4

Evaluation/Evaluate

11. Evaluate whether the graph is misleading; explain improvements.

Illinois Learning Standards (ILS): MP.6 (Precision in scales/labels); MP.3 (Critique reasoning)

National standards: SMP 6; SMP 3

12. Which recommendation is strongest and why?

Illinois Learning Standards (ILS): MP.3 (Evaluate arguments/support with evidence); MP.4 (Use mathematics to support decisions)
National standards: SMP 3; SMP 4

Middle School (6–8)

General Description: To support the implementation of social and emotional support communities of practice (CoP) facilitated by students and (minimally) overseen by teachers, students meet to establish goals for the CoP and the structures identified as nice/necessary to work toward the collectively identified goals.

Planning Overview:

What is (point of departure)

1. Students can discuss but may rely on opinions without evidence.
2. Equity of voice may be uneven.
3. Students are familiar with and need structures to summarize fairly and revise norms and roles based on conversations (i.e., reflection on scope and substance of previous conversations).

What will be (destination)

1. Students facilitate a student-led conversation resulting in agreed upon goals and approaches to facilitation to those goals.

Standards

- **Illinois Learning Standards (ISBE):** [Illinois Learning Standards \(ILS\) – Social Emotional Learning \(SEL\) \(ISBE PDF\)](#)
- **National Standards:** [National Health Education Standards \(NHES\) – CDC/SHE R](#)
 - [NHES Standard 5 \(Decision-Making\) – CDC/SHE R](#)
- [CASEL Framework \(SEL competencies\)](#)

Alignment to Bloom and A&K

Knowledge/Remember

- What are our discussion goals and roles? (Facilitator, timekeeper, equity-of-voice monitor, summarizer)
- Illinois Learning Standards (ILS): 2C.3b (Cooperation & teamwork); 3C.3a (Evaluate one's participation in addressing a school need)

- National standards: NHES Std. 4 (Interpersonal communication) – 4.8.*; CASEL (Relationship Skills) – no numeric codes
- Define: *perspective*, *paraphrase*, *validate*, *bias*.

Illinois Learning Standards (ILS): 2A.3a

(Hypothesize others' feelings/perspectives); 2A.3b (Analyze how one's behavior may affect others)

National standards: NHES Std. 4 – 4.8.*; CASEL (Social Awareness/Relationship Skills) – no numeric codes

Comprehension/Understand

- Paraphrase what your partner said using a sentence stem.
- Illinois Learning Standards (ILS): 2A.3a (Hypothesize others' feelings/perspectives); 2C.3a (Analyze ways to establish positive relationships)
- National standards: NHES Std. 4 – 4.8.* (Communication skills)
- Explain why validation (even when disagreeing) can reduce conflict.

Illinois Learning Standards (ILS): 2D.3a

(Evaluate strategies for preventing/resolving interpersonal problems); 2C.3a (Positive relationships)

National standards: NHES Std. 5 – 5.8.* (Decision-making/healthy behaviors); CASEL (Relationship Skills)

Application/Apply

1. Use the class protocol to run a six-minute round-robin discussion with three turns per person.

Illinois Learning Standards (ILS): 2C.3b (Demonstrate cooperation and teamwork); 3A.3a (Honesty/respect/fairness/compassion in decisions)
National standards: NHES Std. 4 – 4.8.*; CASEL (Relationship Skills)

2. Use a checklist to ensure each person's voice is heard at least twice.

Illinois Learning Standards (ILS): 2C.3b (Cooperation & teamwork); 3C.3a (Evaluate one's participation)
National standards: NHES Std. 4 – 4.8.*

Analysis/Analyze

3. Identify where the discussion became unbalanced (e.g., one voice dominated) and explain why it happened (trigger, topic, norms).

Illinois Learning Standards (ILS): 2C.3a (Analyze ways to establish positive relationships); 2D.3a (Evaluate strategies to prevent/resolve interpersonal problems)
National standards: NHES Std. 4 – 4.8.*

4. Compare two discussion clips/transcripts: Which shows stronger listening? Cite two specific moves.

Illinois Learning Standards (ILS): 2A.3a (Others' perspectives); 2C.3a / 2C.3b (Communication; teamwork)
National standards: NHES Std. 4 – 4.8.*

Synthesis/Create

5. Co-create revised norms and a "talk moves" anchor chart tailored to your class.

Illinois Learning Standards (ILS): 2C.3a / 2C.3b (Communication; teamwork); 3A.3b (Analyze reasons for school/societal rules)
National standards: CASEL (Relationship Skills; Responsible Decision-Making)

6. Draft a personal goal for next discussion (e.g., ask two clarifying questions, paraphrase once).

Illinois Learning Standards (ILS): 1B.3a (Use communication skills to demonstrate consideration and respect for others)*; 2A.3b (Analyze how one's behavior may affect others)
National standards: CASEL (Self-Management; Relationship Skills)

Evaluation/Evaluate

7. Use peer feedback and self-ratings to assess cooperation, respect, and equity-of-voice; justify ratings with evidence.

Illinois Learning Standards (ILS): 2C.3b (Cooperation/teamwork); 3C.3a (Evaluate one's participation)
National standards: NHES Std. 4 – 4.8.*

8. Which norm change is most likely to improve belonging and why?

Illinois Learning Standards (ILS): 2C.3a (Positive relationships); 3A.3a (Honesty/respect/fairness/compassion) National standards: CASEL (Social Awareness; Relationship Skills)

High School (9–12)

General Description: As part of a World History course focusing on the second half of the 20th century, students select a topic of interest and primary and secondary sources that can inform the development of and support for a thesis.

Planning Overview:

What is (point of departure)

1. Students recall major post-1945 events but may struggle with sourcing/corroboration and reliability judgments.
2. Writing includes claims but may use thin evidence or inconsistent citations/unclearly cite.

What will be (destination)

1. Students produce at least one evidence-based claim using at least three primary and two secondary sources with proper sourcing/corroboration and citations.

Standards

- **Illinois Learning Standards (ISBE):** [Illinois Learning Standards \(ILS\) – Social Science \(9–12\)\(ISBE PDF\)](#)
- **National Standards:** [C3 Framework for Social Studies State Standards \(NCSS PDF\)](#)

Alignment to Bloom and A&K

Knowledge/Remember

1. Identify the speaker, date, location, and place the source in a post1945 timeline.
Illinois Learning Standards (ILS): SS.IS.4.9-12 (Gathering & Evaluating Sources); SS.H.1.9-12 (Change, continuity, and context)
National standards: C3 D2.His.11.9-12 (Critique usefulness of sources—maker/date/place/audience/purpose); C3 D2.His.1.9-12 (Time/place and broader contexts)
2. List key terms (e.g., containment, détente, nonalignment) and define each in one sentence.

Illinois Learning Standards (ILS): SS.IS.2.9-12 (Disciplinary Concepts & Content); SS.H.6.9-12 (Global connections; perspectives/interpretations—content dependent)

National standards: C3 D2.His.14.9-12* (content-specific historical concepts—where applicable); C3 D1.2.9-12 (Disciplinary concepts associated with a compelling question)*

Comprehension/Understand

3. Summarize the author’s main claim in one to two sentences.

Illinois Learning Standards (ILS): SS.IS.4.9-12 (Evaluate sources and information); SS.IS.6.9-12 (Construct explanations/arguments)

National standards: C3 D3.1.9-12 (Gather relevant information from multiple sources); C3 D4.1.9-12 (Construct arguments with evidence/counterclaims)

4. Explain what problem or question the author is responding to.

Illinois Learning Standards (ILS): SS.IS.1.9-12 (Develop compelling questions/inquiries); SS.H.5.9-12 (Multiple perspectives; context and purpose)

National standards: C3 D1.1.9-12 (Enduring issues reflected in questions); C3 D2.His.12.9-12 (Use questions about sources to pursue inquiry)

Application/Apply

5. Use 2–3 quotes to support your summary; cite the source correctly.

Illinois Learning Standards (ILS): SS.IS.5.9-12 (Using Evidence & Communicating Conclusions); SS.IS.6.9-12 (Construct arguments/explanations using evidence)

National standards: C3 D3.1.9-12 (Gather relevant information); C3 D4.1.9-12 (Arguments with evidence from multiple sources)

6. Create an annotated timeline connecting the source's claims to at least three historical events.

Illinois Learning Standards (ILS): SS.H.2.9-12 (Continuity and change over time); SS.H.11.9-12 (Cause/effect and historical developments)

National standards: C3 D2.His.1.9-12 (Events shaped by time/place and contexts); C3 D2.His.16.9-12* (Integrate multiple sources—where applicable)

Analysis/Analyze

7. Compare two sources on the same event: How do perspective, audience, and purpose differ? Identify bias or limitations.

Illinois Learning Standards (ILS): SS.H.5.9-12 (Perspectives and interpretations); SS.H.9.9-12 (Relationship between sources and secondary interpretations); SS.IS.4.9-12 (Evaluate sources)

National standards: C3 D2.His.11.9-12 (Critique usefulness of sources); C3 D3.1.9-12 (Use origin/authority/context/corroborator)

8. Analyze cause-and-effect: Which events most directly influenced the policy choices in the source?

Illinois Learning Standards (ILS): SS.H.10.9-12 (Identify causes/effects of historical events); SS.H.11.9-12 (Analyze structures and relationships among events)

National standards: C3 D2.His.1.9-12 (Broader historical contexts); C3 D2.His.14.9-12* (Analyze multiple/complex causes—where applicable)

Synthesis/Create

9. Create a short podcast script or op-ed arguing which post1945 policy decision was most significant; include evidence and anticipate a counterclaim.

Illinois Learning Standards (ILS): SS.IS.6.9-12 (Construct arguments/explanations);

SS.IS.7.9-12 (Communicate conclusions; civic engagement)

National standards: C3 D4.1.9-12

(Arguments with evidence; acknowledge counterclaims); C3 D4.3.9-12* (Present adaptations of arguments—where applicable)

10. Propose a new compelling question for further inquiry and list three additional sources you would need.

Illinois Learning Standards (ILS): SS.IS.1.9-12 (Develop questions/plan inquiries); SS.IS.3.9-12 (Determine sources to answer questions)

National standards: C3 D1.1.9-12 (Questions reflect enduring issues); C3 D3.1.9-12 (Gather relevant information from multiple sources)

Evaluation/Evaluate

11. Use a rubric to evaluate credibility (sourcing, corroboration, contextualization) and the strength of the argument; justify your rating with evidence.

Illinois Learning Standards (ILS): SS.IS.4.9-12 (Evaluate sources); SS.IS.6.9-12 (Evaluate arguments/evidence)

National standards: C3 D2.His.10.9-12 (Detect limitations in evidence & interpretations); C3 D4.5.9-12* (Critique forms of reasoning—where applicable)

12. Peer review: Which interpretation is most defensible and why?

Illinois Learning Standards (ILS): SS.H.9.9-12 (Sources vs. interpretations); SS.IS.6.9-12 (Reasoned arguments)

National standards: C3 D4.1.9-12 (Arguments with evidence/counterclaims); C3 D4.5.9-12* (Critique reasoning)

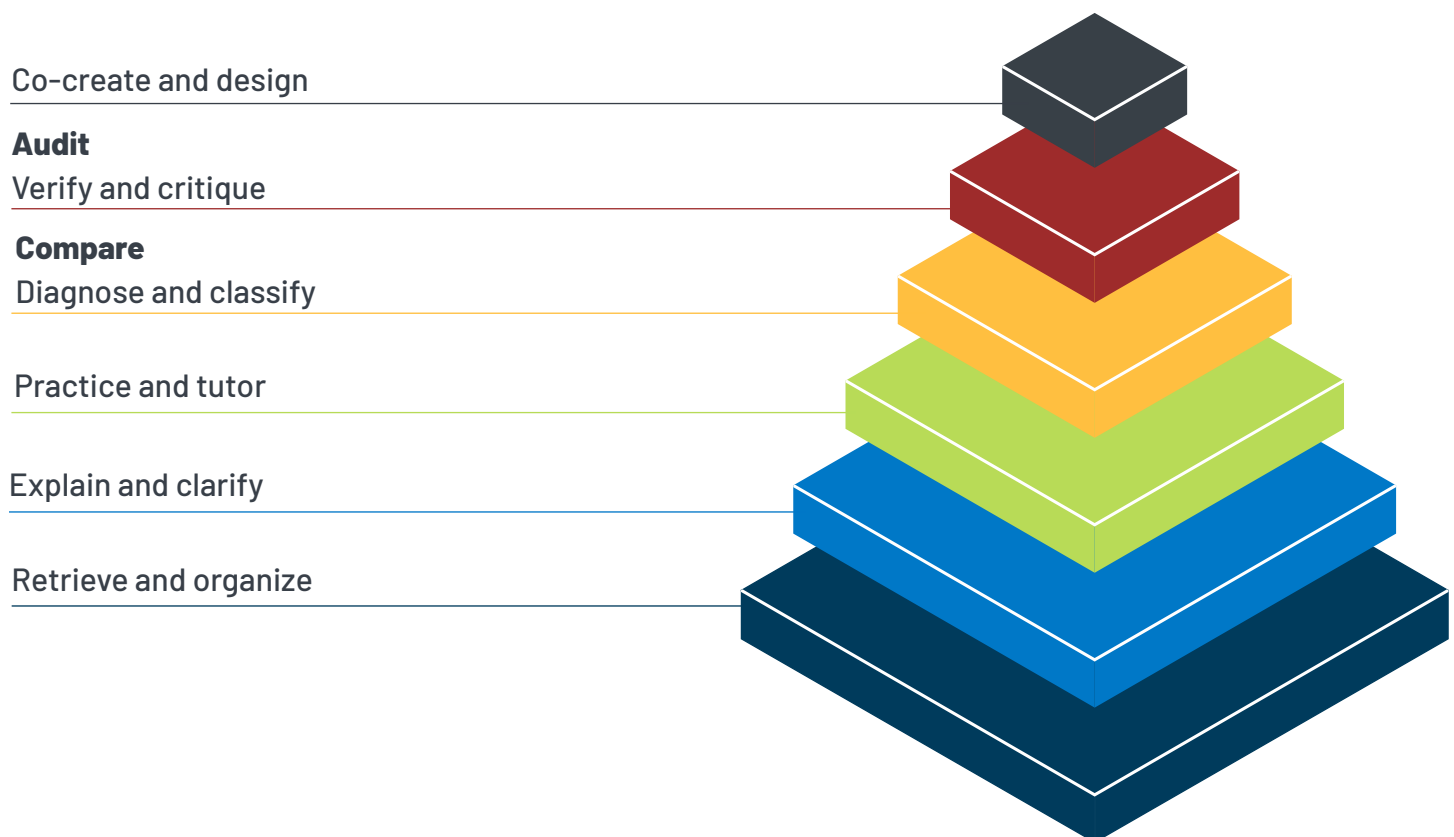
Developing Prompts Using AI for Instructional Planning

Bloom/A&K is a useful heuristic for instructional planning as it helps focus questions and clarify what “understanding” can look like. But if it is treated as a strict ladder—ending at “evaluate”—it raises a practical question: what comes next? And what might this mean for “...preserving the human relationships essential to effective teaching and learning?”

One image that may provide useful is to extend the notion of a taxonomy as developed by Bloom/A&K to that of an “AI taxonomy.” This taxonomy is a heuristic—an image that (can) aide in interpretation— that emphasizes how the subsequent information, which includes AI, also situates its use as a means and within that which does not require it but could benefit from it (See Figure 2: AI Taxonomy).

Note that the language in the AI taxonomy *can* assume that the engagements as sequenced lead to the *co-creation* of some “output” using AI. While obvious, the stacking and sequencing of the AI taxonomy requires that one is conversant with how to write a prompt that extends learning in ways that deliberately use *AI as a means* as opposed to the teacher or student assuming that “AI will do it for me/us.” This is not an esoteric distinction. Quite the contrary insofar as development of agency (e.g., the sense of Self that occurs though work in the world and resultant sense of confidence and competence) occurs through the refinement of judgement based upon specific purpose and use within a context—outsourcing of this agency coupled with the assumption that what is produced is appropriate is a dangerous supposition that must be avoided. Moreover, the notion of an AI taxonomy should be considered in light of its role in digital citizenship and informed AI use as an individual and member of various communities. These ideas are further explored in the subsequent section *AI Literacy and Digital Citizenship: Healthy Development and Informed Use*.

Figure 2: AI Taxonomy



The detail and specificity of teacher- or student-generated prompts often determines whether AI informs planning and enriches engagement—or creates misunderstandings. For instance, the difference between:

Weaker Prompt:³⁴

“Make a complete rubric³⁵ and give examples and scores for students.” Suggest two possible rubrics for teacher customization for assessment of student understanding and show alignment with the following Illinois Learning Standards.



Stronger Prompt:

“Identify the most appropriate variables to track for the development and maintenance of a school/community garden, and what are the best ways to represent them?”



Constraints:

- All suggestions must include a minimum of one data feature students can point to (e.g., bar graph, pie graph, line graph) and explain.
- Include a student explanation that points to a specific feature of the representation and, when applicable, describes change over time (e.g., a peak, cluster, high/low, typical value, or spread).
- Representations are properly labeled based upon the graph type used, and explanations category headings are descriptive and not numeric.
- Rubric drafts are developed using applicable standards uploaded as part of their drafting.
- Any claim not supported must be labeled “unknown.”
- Any claim not supported should be labeled “unknown.”
- “Most appropriate variables” are measurable with standard units; the units are clearly identified in the student work, and changes are evident in the representation and subsequent explanation.

A strong prompt is specific enough that an AI tool can generate a useful draft for the educator to edit and frames the prompt within constraints. In practical terms, it makes the human’s thinking, decisions, and verification responsibilities explicit. Strong prompts ask AI to generate options, scaffolds, checklists, and critique—not to replace student reasoning, teacher judgment, or source-based work.

Consider the differences in what is generated between the weak (Table 1: Weak Prompt) and strong prompts (Table 2: Strong Prompt):

Table 1: Rubric Created Using Weak Prompt

Criterion	Alignment (codes provided)	Unknown	4 – Exceeds	3 – Meets	2 – Approaches	1 – Beginning
A. Content Accuracy & Understanding	3.MD.A.2; 4.MD.A.1		Accurate throughout; shows deep understanding (explains why/how, not just what).	Mostly accurate; shows clear understanding of key ideas.	Some accurate parts, but misconceptions or missing key ideas.	Many inaccuracies or very limited understanding.
B. Evidence, Reasoning, & Connections	3.MD.B.3; 4.MD.B.4		Uses strong evidence (data/text examples/sources); reasoning is clear; connects ideas across concepts.	Uses appropriate evidence; reasoning is mostly clear; some connections.	Limited evidence or unclear reasoning; connections are weak or incomplete.	Claims with little/no evidence; reasoning missing.
C. Communication & Design for Audience	3.MD.B.3; 4.MD.B.4 (supports interpretation)		Very clear organization; strong visuals/audio; polished delivery; audience can follow easily.	Clear organization; understandable visuals/audio; mostly polished.	Some confusing parts; design or delivery makes meaning harder to access.	Difficult to follow; missing key labels/structure.

Criterion	Alignment (codes provided)	Unknown	4 – Exceeds	3 – Meets	2 – Approaches	1 – Beginning
D. Process, Reflection, & Revision	3.MD.B.3; 4.MD.B.4		Shows planning + revision; reflection explains what changed and why; responds to feedback thoughtfully.	Shows planning and at least one meaningful revision; reflects on learning.	Some planning OR revision, but minimal reflection or unclear changes.	Little evidence of process; reflection missing or extremely limited.
E. Integrity & Responsible Tool Use (including AI, if used)	4.MD.A.1		Clearly credits sources; discloses tools used (including AI if used); verifies accuracy; work is authentically theirs.	Credits most sources; discloses tools used; some verification.	Missing/weak citations or tool disclosure; verification unclear.	No citations or disclosure; signs of copying or unverified claims.

Table 2: Rubric Created Using Strong Prompt

Criterion (teacher can edit)	ILS alignment (codes provided)	Unknown	Beginning	Developing	Proficient	Extending
A. Variable selection + measurement plan “Most appropriate variables” = measurable with standard units; units clearly identified; changes evident in the representation and explanation. Any additional meaning beyond this definition is unknown.	3.MD.A.2; 4.MD.A.1		Selects a variable, but measurement steps or units are unclear or missing.	Selects measurable variable(s); units are listed but inconsistently applied or not clearly shown in work.	Selects measurable variable(s); standard units are clearly shown in the work and used consistently.	Selects measurable variable(s) and explains why the unit choice supports accurate tracking (clear identification and consistency).
B. Data representation(s) (scaled graph and/or line plot) At least one representation students can point to and explain is required. Other graph types (e.g., pie graph) may be used; standards alignment is unknown.	3.MD.B.3; 4.MD.B.4		A representation is missing or difficult to interpret.	A representation is present but has issues (scale choice, plotting, or structure makes interpretation difficult).	Representation is readable and supports interpretation (appropriate scale/structure for the data).	Representation choice clearly matches the question (variables to track and best way to represent them) and supports comparisons (e.g., across time).

Criterion (teacher can edit)	ILS alignment (codes provided)	Unknown	Beginning	Developing	Proficient	Extending
C. Labels + category headings Representation is properly labeled for the graph type used; student identifies and/or provides rationale for labeling. Category headings are descriptive (not numeric-only).	3.MD.B.3; 4.MD.B.4 (supports interpretation)		Missing key labels (e.g., units, categories, or scale); categories may be unclear.	Some labels are present, but units/categories/scale are incomplete or inconsistent.	Labels match the graph type (units, categories, scale) and are clear; category headings are descriptive.	Labels are clear and the student explains why labels/categories were chosen (or at minimum identifies them explicitly) to support understanding.
D. Feature-based explanation (data feature + meaning) Student points to a specific feature (peak/cluster/high/low/typical value/spread) and explains it; includes change over time when applicable.	3.MD.B.3; 4.MD.B.4		Explanation is general and not anchored to a specific feature on the representation.	Points to a feature but explanation is partial (describes what happened without what it means).	Points to a feature and explains what it indicates about the tracked variable(s) in the garden context.	Uses the feature-based explanation to justify a recommendation for garden development/maintenance (what to adjust and why).

Criterion (teacher can edit)	ILS alignment (codes provided)	Unknown	Beginning	Developing	Proficient	Extending
E. Unit reasoning / within-system unit relationships When conversions are used, the relationship is shown clearly in the work or explanation.	4.MD.A.1		Units are inconsistent or relationships between units are unclear.	Shows some unit reasoning; errors or unclear steps remain.	Uses consistent units and shows within-system unit reasoning as needed.	Uses unit reasoning to strengthen the interpretation (e.g., clarifies scale/meaning) without losing accuracy.
F. Center/spread interpretation (when used) If included, student links their center/spread statement to the displayed data and the feature they pointed to (no added claims beyond the prompt).	4.MD.B.4		Attempts interpretation but does not connect it to the data display.	Partly connects interpretation to the display; accuracy may be incomplete.	Connects interpretation to the display and explains what center/spread suggests about the data.	Uses center/spread to compare across time/conditions and supports reasoning with the representation.

Comparison: Weaker Rubric vs. Stronger Rubric

- The weaker prompt rubric is a general product rubric (any subject); the stronger prompt rubric is specific to Grade 4 mathematics (Measurement & Data) and the garden-variable investigation.
- The stronger prompt rubric adds math-specific evidence requirements tied to data representations, standard units, and within-system unit reasoning.
- The stronger prompt rubric explicitly shows Illinois Learning Standards alignment at the criterion level.
- The stronger prompt requires students to point to and explain a specific feature of their representation and, when applicable, describe change over time (peak/cluster/high/low/typical value/spread).
- The stronger prompt rubric requires representations to be properly labeled for the graph type used and require students to identify and/or justify those labels.
- The stronger prompt rubric operationalizes “most appropriate variables” as variables measurable with standard units, with units clearly identified and change evident in representation and explanation.

General Tips for Prompt development

*AI supports human work; it does not replace it*³⁶

- Treat AI applications as drafting/organizing assistants: humans (teachers and students) set the purpose, supply the inputs, and make the final decisions.
- Write prompts that make the human thinking task explicit (what you must decide, argue, or demonstrate), and use the tool only for support work (e.g., brainstorming, outlining, formatting, feedback).
- Do not treat a single AI output as “truth.” Build verification into the prompt and into the workflow before anything is submitted or used instructionally.³⁷
- Use AI tools in ways that preserve student voice and agency (the student’s reasoning should remain visible in the final product) and follow local disclosure/attribution expectations when required.

Tips for AI prompts for informing planning and enriching instruction

- Start with the learning purpose and success criteria (what humans must decide/do), then decide what parts may be drafted by the AI application (outline, checklist, examples, question stems).³⁸
- Avoid prompts that ask for “the answer” or a fully finished student product; request drafts, scaffolds, checklists, alternative approaches, or feedback instead.³⁹
- Provide the exact inputs the AI tool should use (excerpt, dataset, sources, notes). If key inputs are missing, the tool may “fill gaps” with plausible but incorrect details.⁴⁰
- Reduce ambiguity: specify the audience (teacher vs. student), grade band or reading level, the product type (outline, rubric, feedback, quiz), and how it will be used in class.⁴¹
- Name clear boundaries: do not paste student identifiable information or student records into AI applications unless the district has explicitly approved that specific tool and use case under applicable privacy safeguards.⁴²
- Add a verification step before classroom use or student submission (e.g., cross-check against the provided text/data; confirm quotations; verify math with a calculator; check claims against a primary source).⁴³

Questions to ask before composing a prompt

- What evidence will count (numbers, quotations, observations, primary sources) – and where will it come from?
- What is the student thinking task vs. what is merely formatting/support work the AI tool could assist with?
- What would “a good answer” look like (criteria) – and how will it be checked for missing viewpoints or errors?⁴⁴
- How will AI use be acknowledged (if required locally) and how will student voice/agency remain obvious in the final product?⁴⁵

Using AI for Instructional Planning – Prompt Examples by Grade Bands

Note: References to “AI Assistant,” “AI Tutor,” and/or “AI Coach” assume “informed use.” To state explicitly, the principle of “trust but verify” of outputs as well as adult oversight of AI when used by students.

In light of the former, since AI should be used as a means, its output(s) must be checked to ensure a goodness of fit between the identified purposes/uses and what is produced. More importantly, what is produced must not be taken at face value. Outputs should be looked at with a critical eye and modified by the individual(s) using it (and those who are being evaluated by it).

In terms of the latter, AI use by students must be determined based upon developmental readiness and goodness of fit tied to human determined purpose/use; and include deliberate instruction on expectations for appropriate interactions with AI, close monitoring by the “adult in the room” aligned to district policies, and reflection on use and with students in the particular instances in which it is used.



PreK–Grade 2

AI application context: A district-approved chat-based planning assistant for teachers; a supervised, student-facing AI reading coach.

Teacher prompt example (for a teacher-facing AI assistant):

You are helping me plan a 10-minute Grade 1 phonics mini-lesson. Learning goal: students identify the beginning sound /m/ and match it to the letter 'M.' Inputs: our decodable words for today are: map, mop, mom, mud. Task: draft (1) a simple lesson sequence (warm-up → model → guided practice → quick check), (2) a materials list, and (3) two differentiation options (support and extension). Constraints: do NOT write a full script; keep steps in bullets. Keep language teacher-friendly. Verification: include a final step that tells me how to check that every example word is decodable and matches the /m/ objective.



Student prompt example (for a student-facing AI tutor/coach):

I'm in Grade 1. I'm practicing the /m/ sound. Give me three picture ideas for a sentence that starts with "M" (like "Mom..."). Then give me a checklist I can use to check my sentence: (1) starts with M, (2) makes sense, (3) I can read it. Do not write my whole story. Ask me one question before you suggest ideas.



Grades 3–5

AI application context: A teacher uses a generative AI assistant to draft scaffolds; a student uses an AI math coach to explain reasoning.

Teacher prompt example (for a teacher-facing AI assistant):

You are an instructional design assistant. Grade 4 math unit: data and measurement (school/community garden).
Inputs: We will track three variables for 14 days: plant height (cm), rainfall (mm), and number of leaves.
Task: create (1) a student-facing checklist for choosing an appropriate graph for each variable (line plot vs bar graph), and (2) three sentence frames students can use to explain their graph choices.
Constraints: do NOT generate a finished poster or full student write-up. Keep the checklist to 8–10 items.
Verification: include one step that requires students to re-check calculations and units before finalizing graphs.



AI gen



Student prompt example (for a student-facing AI tutor/coach):

I'm in Grade 4. Here is my data for plant height (cm): Day 1=4, Day 2=5, Day 3=5, Day 4=6.
Help me make a plan to show this data in a graph. Give me: (1) which graph type fits and why, (2) a step-by-step list for drawing it, and (3) two questions I should ask myself to check if my graph is correct.
Do not make up extra data. If you need more numbers, ask me.



AI gen



Grades 6–8

AI application context: A teacher uses AI to draft feedback tools; a student uses an AI writing coach for claim–evidence–reasoning.

Teacher prompt example (for a teacher-facing AI assistant):

You are assisting me in creating revision support for Grade 7 argument writing. Inputs: students wrote a one-page argument using two provided articles. Task: draft a “revision checklist” that focuses on (a) claim clarity, (b) evidence use with quotations, (c) reasoning that connects evidence to the claim, and (d) one counterclaim/counterevidence check. Constraints: do NOT rewrite student work. Keep the checklist to 12 items max; use student-friendly language. Verification: add a step that requires students to confirm every quotation is accurate and from the provided articles.



AI gen



Student prompt example (for a student-facing AI tutor/coach):

I’m in Grade 7, and I’m revising my argument. Here is my claim: “School start times should be later.”
I will paste two quotations from my articles next. For now: make me a CER outline template that shows where I will put (1) my claim, (2) my two quotations, (3) my explanation for each quote, and (4) one counterclaim.
Do not write the paragraphs for me. Ask me to paste my quotations before you fill anything in.



AI gen



Grades 9–12

AI application context: A teacher uses AI to draft feedback tools; a student uses an AI writing coach for claim-evidence-reasoning.

Teacher prompt example (for a teacher-facing AI assistant):

You are a planning assistant for 11th-grade U.S. history.
Inputs: students will write a short Document-Based Question-style essay using 5 provided primary sources.
Task: create (1) an outline template with sections for thesis, sourcing/context notes, evidence paragraphs, and corroboration/counterevidence, and (2) a source-check checklist that students must complete before drafting.
Constraints: do NOT generate a finished essay or thesis for a specific prompt. Keep tools generic so they can be used across prompts.
Verification: include a step requiring students to confirm each claim ties back to a specific document and to label any claim that is an inference vs. directly stated.



Student prompt example (for a student-facing AI tutor/coach):

I'm in Grade 11. I'm planning an essay, and I have five sources. I will paste short notes for each source.
Before I draft: help me build a "source map" table with columns: Document #, what it says, one quotation (if any), how it supports my thesis, and one limitation/bias note.
Do not write the essay. If I make a claim that isn't supported by my notes, flag it and ask me to find evidence.



Below (Table 3: AI Use for Instructional Design – Abridged) are suggestions for how the previous examples that show the overview of each case and how it appears with and without AI to inform planning and subsequent student engagement in lesson and unit planning (see Appendix: AI Enhancements Tables PK-12). Determining an appropriate use of AI for planning is predicated upon the nature of the tool suggested and with acknowledgment that any “output” may either provide a “goodness of fit” in light of what the teacher is planning *for* (e.g., aligned to standards, curricular scope and sequence) or suggest to the teacher that the output is not appropriate.⁴⁶

Compliance note: A tool is not automatically compliant with FERPA/SOPPA/COPPA/CIPA because it is “free.” Compliance depends on district approval, executed agreements (e.g., a SOPPA DPA, where required), vendor terms, and how the tool is configured and used (including what student data is entered). As with the selection of any AI application within a P-12 public school district, a district should consult with its legal counsel.

Table 3: AI Use for Instructional Design – Abridged

Early Elementary (PK-2) Comprehension/Understand			
Original Text	AI Enhancement	Rationale: How it may enrich teaching and learning (engagement)	Free Tools: Use only if district-approved. Each can be configured for use consistent with Illinois and federal law*
Tell it back in your own words.	Teacher planning: Draft 3 scaffold options—(1) 3-panel storyboard template, (2) sentence stems (“First/Then/Finally”), (3) key-details strip (who/where/what).	Reduces cognitive load so students focus on meaning; increases the number of students able to retell with confidence.	ChatGPT for Teachers (teacher planning); Google Slides/Google Docs (templates); Canva for Education .
Late Elementary (3-5) Analysis/Analyze			
Original Text	AI Enhancement	Rationale: How it may enrich teaching and learning (engagement)	Free Tools: Use only if district-approved. Each can be configured for use consistent with Illinois and federal law*
What pattern do you see across weeks? Cite at least two data points.	Teacher planning: Draft CER (Claim–Evidence–Reasoning) stems for trends; students cite 2+ data points.	Strengthens evidence-based reasoning and makes the “cite two points” expectation explicit.	ChatGPT for Teachers ; Google Docs/Google Sheets ; Excel charts.
Compare data from two plants/ beds: Which grew more and how do you know?	Teacher planning: Draft a comparison template (table and sentence frames); students fill with numbers and justify with units.	Promotes precise comparison and justification over opinion-based answers.	ChatGPT for Teachers ; Google Sheets/Google Docs ; Excel for the web.

Middle School (6-8) Comprehension/Understand			
Original Text	AI Enhancement	Rationale: How it may enrich teaching and learning (engagement)	Free Tools: Use only if district-approved. Each can be configured for use consistent with Illinois and federal law*
Paraphrase what your partner said using a sentence stem.	Teacher planning: Generate paraphrase stems; students select and practice in live dialogue.	Reduces cognitive load so students focus on listening and accurate restatement.	ChatGPT for Teachers ; printed stems; Google Slides/Google Docs .
Explain why validation (even when disagreeing) can reduce conflict.	Teacher planning: Draft short role-play scenarios showing validation vs escalation; students analyze effects.	Concrete scenarios make abstract norms visible, increasing buy-in.	ChatGPT for Teachers ; Google Slides/Google Docs ; Canva for Education (optional).
High School (9-12) Synthesis/Create			
Original Text	AI Enhancement	Rationale: How it may enrich teaching and learning (engagement)	Free Tools: Use only if district-approved. Each can be configured for use consistent with Illinois and federal law*
Create a short podcast script or op-ed with evidence and a counterclaim.	If allowed by class policy: AI may brainstorm counterclaims and improve structure. Students must write in their own voice, cite sources, and disclose AI assistance.	Improves argument organization while maintaining authorship, evidence, and transparency.	ChatGPT for Teachers ; Google Docs ; ZoteroBib .
Propose a new compelling question for further inquiry and list three additional sources you would need.	Teacher planning: Generate question stems and source-type suggestions; students vet credibility and access via library/repositories.	Expands inquiry while centering source vetting as the key disciplinary act.	ChatGPT for Teachers ; Google Docs ; library resources.

A note on assessment of student work: The reader will note the use of a taxonomy, at minimum, tacitly assumes assessment of student *thinking* is part of how a teacher ascertains if, for instance, a student understands or is able to apply or recall, and the like. The thoughtful use of AI to hopefully enrich and enhance student engagement extends the assessment of student *thinking* (often expressed in words—verbal and/or written) and provides a different range of possibilities through the ways in which a student may use the AI and generate an “output” for modification.

Moreover, the co-creation of rubrics or other instruments used to capture student understanding at a moment in time is another important way for a teacher to monitor what students are focused upon and another way of thinking through the variety of ethical issues that AI presents for teaching and learning as discussions can occur around providing rationale for what is evaluated as well as the extent to which a student believes the AI is beneficial in this. In these ways, AI can further inform planning and further enhance the centrality of interpersonal communication that is the cornerstone of teaching and learning.

Second, when used responsibly, AI can support instructional planning and student engagement by helping teachers and students reflect on what is produced and then “re-stack” subsequent conversations and work. Examining how a student demonstrates content knowledge—and revising prompts, tasks, or supports accordingly—expands the set of next steps (the **what could be**) from what came before (the **what was**). Co-creating those possibilities within a **what could be** constellation is one way to make visible the ordinary interactions that constitute human relationship. In Illinois public schools, deliberately using AI to foster human engagement—and the richness that emerges through co-constructed **what could be(s)**—supports learning and the development of students’ competence and confidence (a sense of Self, writ large). The **what could be** can be understood as the center of an ecology of possibility for human decision-making, grounded in students’ ongoing work and interests, within a recognized way of organizing instructional decision-making.

To reiterate, the most appropriate stacking and sequencing of instructional decisions is made by the teacher in light of student interest, need, and what the teachers know about the student(s) through regular interactions with them. Using the image (See Figure Three: AI Taxonomy Constellation – What Could Be), note that any initial inquiry (the center of the constellation) can lead to very different instructional sequences. Ultimately, the stacking and sequencing of the subsequent instruction, whether it uses AI or not—the **what could be**—are determined through the conversations grounded upon interest(s) and useful supports identified between the teacher and student(s) or/and student(s).

Figure Three: AI Taxonomy Constellation – What Could Be

Co-create and design

Audit

Verify and critique

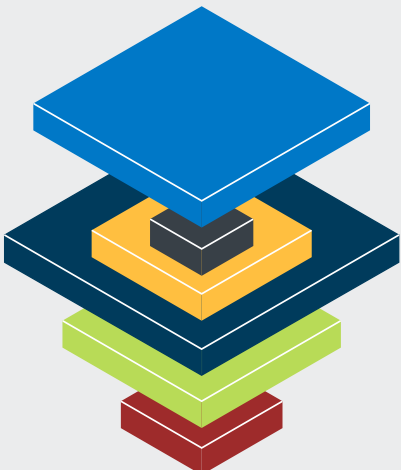
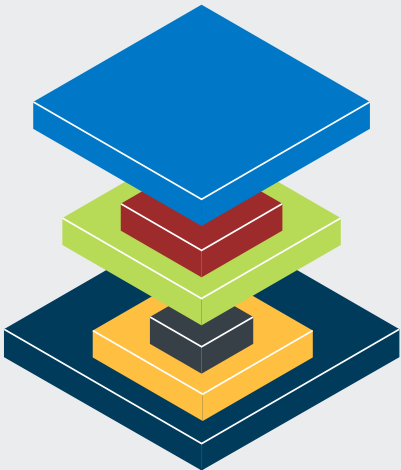
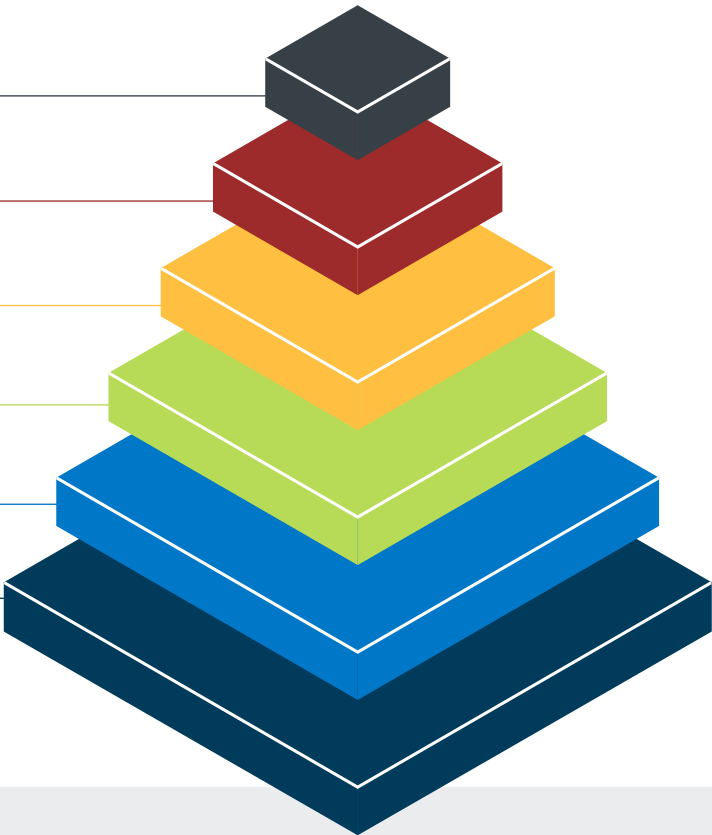
Compare

Diagnose and classify

Practice and tutor

Explain and clarify

Retrieve and organize



Using AI for Instructional Planning – Keeping Students at the Center

As an extension of the previous part, the second portion of this section provides a list of resources that focus on the need for and reminder of the essentialness of keeping humans (students and teachers) as the centerpiece of teaching and learning. While what follows expands considerations from the classroom level of magnification to that of the district and community, the general points are instructive to thoughtful consideration of integration of AI as a means to inform teaching and learning and the policies that frame their use within a district.

What follows are a modest set of questions and linked supporting resources to remind the reader that while AI, like any new technology used in school settings, is full of potential uses and misuses. The former is accentuated and the latter minimized when those involved in decision-making consider the following in the development of district AI policies in light of the various space and places in which AI is likely to surface. (For additional detail, see Appendix: General Checklist [Any Grade, Any AI Tool].)

- How do the district policies keep interpersonal relationships central?
- In what ways can AI enrich teacher-student relationships (without replacing them)?
- What cautions help districts avoid the “seduction of AI” (abdicating responsibility to trust-but-verify)?
- What are common “growing pains” with new technology in P-12—and how can they be anticipated, avoided, or mitigated?

How do district policies keep interpersonal relationships central?

- Frame AI use as a human-driven process (human inquiry → AI output → human interpretation/reflection), which keeps educator and student agency—and therefore relationships—at the center.⁴⁷
- Explicitly state that AI should support—but not replace—teachers, because teaching depends on human judgment, interaction, and care.⁴⁸
- Position AI as a tool to enhance human productivity and creativity, rather than a substitute for human thinking or relational work.⁴⁹
- Emphasize that AI can create time for teachers to spend on relationship-building, small-group instruction, and feedback.⁵⁰
- Embed social learning expectations (students working with peers and educators), reinforcing that responsible AI supports and enhances the relational essence of teaching and learning and resists solitary automation.⁵¹
- Repeatedly return to human evaluation/oversight—especially when decisions affect learning—because that evaluation is a core educator responsibility.⁵²

In what ways can AI enrich teacher–student relationships (without replacing them)?

- Reducing routine workload (drafting lesson options, communications, resources) so teachers can invest more time in conferencing, coaching, and relationship-rich instruction.⁵³
- Helping teachers generate multiple pathways and scaffolds for diverse learners—so the teacher can respond more personally and precisely to student needs.⁵⁴
- Improving feedback cycles: AI can provide draft feedback ideas, while the teacher supplies context, priorities, tone, and the relational “why” behind next steps.⁵⁵
- Strengthening peer-to-peer learning: students can use AI as a “third perspective” and then test ideas in discussion with peers and educators.⁵⁶
- Supporting reflective dialogue: teachers can use AI outputs as artifacts for students to critique, compare, and refine—making classroom talk more evidence-based and collaborative.⁵⁷

What cautions help districts avoid the “seduction of AI” (abdicating responsibility to “trust but verify”)?

- Never treat AI output as a final product; humans must evaluate the output and decide what to use, revise, or reject.⁵⁸
- Plan for inaccuracies, inconsistencies, and bias in AI responses; verification routines (lateral reading, fact-checking, source checks) are non-negotiable.⁵⁹
- Keep educator professional judgment in authority for assessment and decisions affecting students; AI can assist but must not displace human responsibility.⁶⁰
- Avoid “automation drift” in instruction: preserve student thinking/time-on-task by requiring students to show reasoning, revisions, and reflection—beyond the AI’s answer.⁶¹
- Protect privacy and avoid oversharing in prompts; districts should provide clear policies about appropriate data handling and safe tool use (e.g., the district policy, AUP, and IUP).⁶²
- Be cautious with AI-detection tools; some district guidance advises against relying on them due to reliability and equity concerns (e.g., false positives).⁶³

What are common “growing pains” with informed use of new technologies in P–12 settings?

- Policies and norms lag rapidly changing tools; the need for multiple up-to-date guidance documents emphasize ongoing revision rather than one-time adoption.⁶⁴
- Early misuse or/and a “weak pilot” can reflect misunderstandings about what AI is (and is not)—including the mistaken belief that outputs are inherently factual or unbiased.⁶⁵
- Academic-integrity friction: early reliance on detection or “gotcha” approaches can produce false positives and erode trust.⁶⁶
- Equity gaps can widen if access, ongoing training and professional learning, and expectations are uneven; guidance encourages proactive, equity-centered planning and support.⁶⁷
- Safety and privacy missteps occur when staff or students share sensitive information in prompts or use tools outside district safeguards.⁶⁸

Question Stems to Assist in Instructional Planning and Delivery

From the aforementioned, these question stems below may prove useful in planning meetings, classroom practice, student conversations, and community forums. They align to guidance that centers human oversight, relationship-building, and ongoing revision.⁶⁹

- Where, explicitly, does guidance require human decision points (review, revision, professional judgment) before any AI-assisted output becomes policy, communication, or instructional direction?
- What will we stop doing (or simplify) so educators can spend more time on feedback, conferencing, and relationship-rich instruction?
- How will we know if AI is increasing or decreasing human interaction in classrooms (walkthrough look-fors, student/teacher surveys, course artifacts)?
- What is our clear rule on data: what must never go into prompts, and how will we train/refresh staff and students on this?
- What is our plan to revisit and update guidance (cadence, owner, stakeholder input, communication plan)?
- In walkthroughs, what observable evidence shows AI is being used to increase student talk, collaboration, and teacher conferencing—not reduce it?
- As applicable, what protocols ensure teachers remain the “final editor” of AI-assisted materials (e.g., required verification steps, citations, alignment checks)?
- As applicable, what protocols ensure teachers remain the “final editor” of AI-assisted materials (e.g., required verification steps, citations, alignment checks)?
- How are we supporting teachers to pilot safely (small tests, shared exemplars, debrief loops) rather than leaving everyone to invent norms alone?
- How do we address integrity concerns in ways that preserve trust, minimize false accusations, and build student skill with process evidence?
- Which student groups might face greater risk of harm or exclusion—and what targeted supports reduce that risk?

This section focused upon instructional use with a particular emphasis on AI as a means to inform and enrich teaching and learning. The next section uses specific applications of AI as a starting point but keeps them largely in the background, recognizing that common understandings of AI must be developed before the policies needed for its implementation. The idea of using AI as a means to support the healthy development of a child is the filter through which common understandings of the specific policies and practices are framed, especially in matters of instruction. Districts must attend to building consensus through coalition building to ensure that this is the case, regardless of the specifics of purpose and use of any specific AI application.

AI for Policy I – Building Readiness, Shared Understanding, and Innovation

Summary

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** The selection of and expectations for any educational technology will affect the subsequent teaching and learning. AI selection and expectations should be grounded in how AI supports student efficacy and agency—directly (instructionally and as individuals and members of larger communities of practice) and indirectly (administratively)—through clear ties to the collectively identified purpose(s) and use(s) indicative of the practices and those who engage in them.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** Selecting educational technologies is a public decision. A deliberate communications plan—paired with benchmarking—should memorialize users’ and stakeholders’ perceptions and the changes to local practice that were modified based upon the individual and collective refinements in judgements based upon engagement(s).
- **Artificial intelligence is a means to inform teaching and learning.** Informed AI selection and expectations should be grounded in how AI supports student efficacy and agency—directly (instructionally as individuals and members of larger communities of practice) and indirectly (administratively)—through rich engagement with content.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** AI applications must be vetted for operational and instructional fit using clear questions tied to purpose, use, and evaluated for bias and alignment upon a regular cadence which collects ongoing feedback, with options to refine or offboard.

The use of any educational technology for operational or pedagogical uses is rife with consequences.

The goal is to anticipate and reduce unintended effects by collectively clarifying context, purpose, and intended use with both decision-makers and those impacted.

An initial wonder about AI use for operational and/or pedagogical purposes assumes a set of desired outcomes. Because unintended consequences cannot be eliminated, districts should make the what and why explicit—including how outcomes support human flourishing (even when the goal is “operational efficiency”). This requires shared purpose and use, even without full agreement. For the purposes of this guidance, building relationships around shared purpose with those directly and indirectly impacted is necessary—not just nice—especially when decisions shape what students should know and be able to do, and how learning is supported.

Because AI is rapidly evolving, districts need frameworks that foreground equity and access by addressing bias, privacy, and how students can meaningfully engage with technologies that are surely a part of their future work in the world.

Practices That Support Collaboration in AI Adoption (i.e., getting used to an idea)

Gathering perceptions of those impacted by the implementation of a new idea or change in practice requires time to “get used to an idea.”⁷⁰ Surveys, focus groups, interviews, and the like, when used in tandem, are useful in obtaining feedback as well as providing multiple means for people to get used to AI through engagement with contextually relevant and recognizable instances (i.e., the use of AI in situations by those to whom they are in relation).

To support collective deliberation that clarifies purpose, use, and timeline(s) for implementation of AI, districts must provide means through which those impacted can share perspectives. Using surveys, focus groups, and interviews to gather feedback offers multiple ways for people to share ideas and concerns. Data should be used to refine implementation, strengthen shared understanding, and continue learning over time. In this section, cases—organized by use/purpose and suggestions for means of collecting perspectives (e.g., surveys, interviews, and the like)—are ways of going about forging common understandings and subsequent policy development.

Benchmarking

While the central example of this section is on the development of survey items, benchmarking should be understood broadly as a process through which data is collected through a variety of means (e.g., survey, focus groups, interviews, listening session, and the like) for the purpose of “taking the pulse” of those directly and indirectly impacted by decisions *over time* in order to support the getting used to the ideas and operationalization of them. Initial benchmarking and regular feedback opportunities also provide a means for updates of progress and ability to fine tune understandings, expectations, and changes in perception of AI.

Where AI “sits” shapes what becomes central in the inquiry. For instance, if operational efficiency is the focus of consideration (i.e., “to what extent does AI application *n* increase staff time to engage in *x*?”), that purpose backgrounds other possible areas of foci such as students (i.e., AI as means and in support of development of “Self,” evolving content mastery), teachers (AI and means to inform instruction), and content. Naming these tradeoffs matters because what is in the background will still produce consequences that affect what is foregrounded.

Prior to any gathering of changes in practice, it is often useful to consider the most durable means in which to share the changes to current practice as well as build a coalition of individuals impacted or/interested in the change. In light of that, a district needs to map out the “what, why, who, when/how often.” This is important insofar as it is often more effective for people to respond to a model than create one—especially likely due to the variety of comfort with and knowledge of the ever-changing AI landscape. As shared in Table 4, a shared roadmap increases transparency, helps people see themselves in the work, and builds trust.

Table 4: Initial Planning – What, Why, Who, When/How Often

Initial Planning – What, Why, Who, When/How Often
What (Decision Points) – Clarify what decisions are being made, which elements are flexible, and where feedback is explicitly needed. This helps participants focus their input on the parts of the work that are truly open.
Why (Rationale and Constraints) – Explain why this work is happening now, the goals or problems driving it, the key legal and policy rules that apply, and which pieces are fixed (and why). This helps avoid frustration and confusion about non-negotiables.
Who (“Stakeholder Mapping”) – Identify who is most affected by the decisions, who is usually missing from district conversations, and which trusted connectors can help bring in those voices. This makes inclusion an intentional design choice rather than an afterthought. Ensure language access, disability access, childcare/transport/time flexibility.
When/How Often – Map the overall timeline for the work, when input will be gathered, how the deliberations of the group are shared and through what means, and when drafts will be shared for comment (and the provision of multiple means and reasonable time frames for individuals to provide comments) updated or decisions revisited. This helps participants understand not just what is happening, but when and how they can plug in. Keep in mind time commitments and childcare needs.

To be clear, these anchor points can assist people with varying familiarity respond to the core ideas (i.e., “getting used to”). Below is a sequence and structure that provides a means through which to organize decision-making generally and that is also applicable to the specific questions and needs of a district.

Working toward public engagement, at minimum, requires:

- Determining need
- Internal clarity on purpose and use
- Stakeholder mapping for coalition building
- Needs assessment
- Data
 - Needs assessment
 - Focus groups
 - Surveys
 - Interviews
- Prompt development

What follows is, in many ways, content agnostic as, AI or not, any new educational technology requires clarity on purpose and use and multiple opportunities for feedback and refinement. In light of this work, though, they are essential for districts and educators in "...evaluat[ing] and address[ing] bias, privacy, transparency, and risk assessment and management in the usage of artificial intelligence technologies and applications."⁷¹

As a district develops a process for the selection of AI resources, centering question(s) to ensure common understanding for purpose and use should first occur internally. This work begins by identifying "need." This is an important aspect of the larger work insofar as adoption of AI (or any other educational technology) should be based on how it can benefit students, whether it is within current and sustainable resources available to the district, and not on account of a "fad." Moreover, the identification of need includes a specific focus on bias, equity, and access broadly and is inclusive of the members of the cabinet (e.g., the "internal" *what* and *why*), that may be "baked into" the AI applications and both filtered through the lens of informing instruction and enriching student experiences. Ensuring that cabinet members share common understanding on purpose and use and limitations of the AI is essential for the subsequent considerations of membership of the coalition (e.g., the "external" *what* and *why* and *who*) and also developing a plan for *how* and *when* to gather feedback.

As a way of showing what this could look like (or, at minimum, a suggested sequence a district can use to develop an approach responsive to their identified needs) the following series of cases may assist in thinking about the "phases" of this work. Please note that these cases are shared to support districts in their work in the adoption of, policies for, and communication about AI to inform instruction and enrich student experience. There are no "correct responses" to these cases. Rather, each can provide a point of departure for the local considerations.

Also, notions of sustainability and capacity tied to AI purpose/use are introduced. These notions are particularly important in light of balancing the promise of AI for districts and need to oversee over time, based upon local constraints, the promise with the constraints of a district.

As shared in Table 5: Capacity and Sustainability, considerations include a number of "bright lines" that are useful to consider prior to taking time to develop common understandings for an initiative outside of the cabinet. If these are not or cannot be met, a district may wish to reconsider its particular AI focus and investigate alternatives that are more reasonable based upon current capacity and future sustainability.

Table 5: Capacity and Sustainability Considerations

Dimension	Minimum condition to proceed
People/time	Named owner(s) with allocated time; not dependent on a single champion
Funding	Recurring two- to three-year funding plan; not dependent on one-time funds
Technical readiness	Access controls, rostering, device/network capacity sufficient for expected usage
Vendor and data controls	Required terms in place; data rules enforceable in practice
Professional learning	Sustainable PD model (onboarding, refresh, job-embedded supports)
Off-ramp	Exit plan (data export/deletion, alternative workflow, communications)

These ideas are further explored in *AI for Policy II: District Policy, Governance, and Accountability*.

Determining Instructional and Operational Need for AI Use



Context

A mid-sized P-12 school district is experiencing increased interest in artificial intelligence tools from multiple directions: teachers seeking support with lesson planning and differentiation, central office staff exploring workflow automation, and board and community members asking how the district plans to “use AI responsibly.” AI use is uneven and informal, with no shared definition of purpose or boundaries.

Cautions

The district starts with tools instead of problems, equates convenience with need, blurs instructional and operational use cases, assumes AI is neutral, and retrofits governance after widespread adoption

Questions

- What problem are we trying to solve?
- How would we know AI improves outcomes?
- What decisions must remain human?
- How would we explain this use to families and staff?
- What is the lowest-risk way to test this use?
- How does this use inform and enrich teacher student engagements?

Determining Need for Student-Facing Instructional AI Use



Context

Educators express interest in using AI tools directly with students for tutoring, feedback, writing support, and study assistance. Students already encounter AI outside school. Families and board members ask how the district will ensure student-facing AI supports learning without replacing instruction, introducing bias, or compromising privacy.

Cautions

AI is introduced to replace instruction, used without developmental consideration, positioned as authoritative, or deployed without student guidance, transparency, or monitoring for bias and over-reliance.

Questions

- What learning need would this AI use support?
- How does this strengthen, not replace, instructional planning, delivery—the teacher-student interaction?
- What skills do students still need to practice without AI?
- How will students be taught and be able to practice questioning and verifying AI outputs?
- How can we best ensure family and others in the community understand specific AI use and in a way that engenders trust?

Internal Clarity on Purpose and Use



Case

"Purpose First" Cabinet Alignment for GenAI to Support Instructional Planning and Staff Workflows

Context

- Demand is increasing for generative AI to assist with lesson planning, differentiation, translation supports, and drafting routine staff communications.
- Use across the district is uneven, with some staff relying on personal or unapproved tools, creating unclear expectations for data handling, privacy, and oversight.
- The board and community are requesting clarity regarding district purpose, what uses are allowed, and how the district will ensure safety, equity, and trust.

Approach

- The cabinet establishes a clear, one-sentence purpose statement defining the improvement the district seeks and explicitly stating for what AI will not be used.
- Initial use is limited to clearly defined, low-risk categories, with prohibited uses explicitly identified and documented.
- District-wide AUP and IUP provide how applications are vetted and specify criteria(ion) and decision responsibilities.
- Use begins through time-bound pilots with defined measures, a regular reporting cadence, and explicit pause or stop triggers.
- Internal decisions are reflected consistently in external communications to staff, families, and the community in plain language.

Cautions

- Announcing AI adoption without publishing purpose, boundaries, and approval rules, roles, and responsibilities (e.g., AUP and IUP)
- Allowing informal or inconsistent use to continue due to unclear expectations or lack of enforcement
- Allowing cabinet discussions to focus on tool features rather than purpose, risk, governance, and evidence
- Launching pilots without clear success criteria or stopping conditions
- Communicating externally in vague terms that create confusion or mistrust

Internal Clarity on Purpose and Use

Questions

- What is the single sentence we want families and staff to accurately repeat after reading our public statement?
- Which uses are clearly outside our purpose and therefore unacceptable in initial implementation?
- What evidence would require an immediate pause or stop in use?
- Who has authority to approve tools or pilots, and what evidence is required?
- How will we know whether AI use is improving practice and/or student outcomes without increasing risk?
- What are the minimum suite of policies and supporting resources we need to develop prior to implementation?
- How does this use inform and enrich teacher student engagements?

Cabinet Alignment on Student-Facing Use of GenAI for Learning Support and Academic Integrity



Context

- Students are increasingly using generative AI tools outside of school for homework, studying, and writing support, regardless of district guidance.
- Educators report inconsistent expectations across classrooms and schools, leading to confusion about appropriate use and academic integrity.
- Families and community members are seeking clarity on how the district views student AI use and how learning remains the primary goal.

Optimal Use/Approach

- The cabinet articulates a clear purpose framing student AI use as a support for learning, not a substitute for student thinking or teacher judgment.
- The district defines allowed, limited, and prohibited student uses aligned to grade level and instructional intent.
- Expectations for academic integrity and transparency are clearly stated, including when and how students acknowledge AI assistance (i.e., IUP).
- Guidance, crafted for a variety of audiences, is embedded within existing instructional and academic integrity expectations rather than treated as a standalone initiative and uses plain-language examples to illustrate appropriate and inappropriate use.

Cautions

- Implementing blanket bans or unrestricted permissions that ignore context and developmental differences
- Treating AI use primarily as a disciplinary issue rather than an instructional design challenge
- Relying on detection tools without clear guidance on expectations for learning
- Allowing inconsistent rules across classrooms or schools that undermine fairness
- Communicating expectations in technical or punitive language that erodes trust

Cabinet Alignment on Student-Facing Use of GenAI for Learning Support and Academic Integrity



Questions

- What learning behaviors are we trying to encourage when students use AI tools? What evidence will inform if what we encourage is, indeed, occurring?
- How do we distinguish between AI as support and AI as substitution in practice?
- Which expectations must be consistent district-wide, and where is professional judgment required?
- How will students be taught and practice to disclose and reflect on AI use?
- How will we evaluate whether our approach is transparent and equitable/controls for bias (i.e., supports access for all students/use by all teachers), supports learning, and engenders trust (e.g., developing familiarity of and comfort with AI use as a means for informing and enriching teaching and learning)?
- How does this use inform and enrich teacher student engagements?

The subsequent case assumes the internal agreements or, at minimum, common understandings for purpose and use of the district cabinet. A next step is “marketing” the potential change with those outside of it.

Stakeholder Mapping for Coalition Building



Case

Stakeholder mapping to support AI policies and curated resource/AI application list

Context

The district plans to adopt a suite of AI policies and introduce an approved curated resource/AI application list. The superintendent anticipates divided board views and mixed educator/family sentiment.

Optimal Use/Approach

- Identify named decision-makers (e.g., board president, key committee chairs, superintendent) and key influencers (union leaders, teachers, support staff, PTA leaders, principals)
- Classify stakeholders by role: allies, beneficiaries, opponents, and neutrals—then tailor engagement activities accordingly
- Use readiness and focus group findings as evidence; connect safeguards to stakeholder concerns (privacy, equity, academic integrity)
- Sequence engagement: early listening → draft principles → pilot guardrails → evaluation metrics → scaling plan
- Maintain two-way communication loops; incorporate feedback and document changes made based on stakeholder input

Cautions

- Do not announce a completed policy first and then “invite feedback”—this reads as performative.
- Do not assume a single “community” view; views differ by school level, role, and lived experience.
- Do not frame skeptics as anti-innovation; treat concerns as legitimate risk signals to address.
- Do not let implementation depend on informal champions only; assign roles, resources, and accountability.

Questions

- Who has the authority to approve: (a) policy, (b) procurement, (c) classroom use rules, (d) professional learning requirements? How is this explicitly communicated with those who must engage with AI?
- Who influences those decision-makers most, and what do they value most (e.g., safety, equity, workload, learning outcomes)?
- What is the minimal set of safeguards and training needed before the first classroom pilot?
- What evidence can persuade undecided stakeholders, and how do we ensure we are capturing those concerns of stakeholders and share feedback on them (pilot data, privacy review, exemplars, student work, teacher testimony)?
- How will we keep the map current as roles and positions shift across the year?

Data

Once the constellation of the decision makers and influencers is identified, ensuring that there are multiple means of capturing initial perspectives and how these change over time is essential. Of special importance is the notion of access, as shared in Table 4. Ensuring access requires identification of how those with differing needs and schedules are able to easily participate and see their ideas reflected in the work (or, at minimum, clear rationale as to why it is not).

Thus, how questions are presented also will guide the most appropriate means of collecting information. Surveys, focus groups, interviews, and the like, when used in tandem, are useful in obtaining feedback as well as providing multiple means for people to express their ideas. By way of example, questions structured to glean self-perceptions of comfort with AI, for instance, are often asked through a focus group, interview, or survey. The broad categories for benchmarking different aspects of AI often include, but are not limited to:

- Awareness/familiarity
- Frequency of use
- Comfort/self-efficacy
- Perceived benefits
- Perceived risks (privacy)
- Perceived risks (bias/accuracy)
- Support needs
- Governance/procurement readiness
- Risk rating (internal triage)

Focus Groups to Shape District Guidance for the Use of GenAI to Inform Teaching and Learning



Context

A district is considering allowing classroom use of GenAI tools for (a) formative feedback on writing and (b) teacher lesson planning supports. Leadership wants input on instructional value, engagement benefits, and risk controls before finalizing policy and professional learning.

Optimal Use/Approach

- Use a structured guide aligned to readiness domains (instructional value, privacy/security, equity, educator capacity, student experience)
- Ask participants to describe specific teaching/learning moments where AI would help or harm engagement (e.g., revision conferencing, feedback turnaround)
- Probe for “boundary conditions” (where AI is unacceptable) and “guardrails” (what must be true for safe use)
- Record and transcribe; apply a shared coding scheme; have more than one analyst code and reconcile differences
- Report findings as themes with illustrative quotations; separate “recommendations” from “what we heard”

Cautions

- Do not ask yes/no questions like “Do you like AI?”—these produce shallow, polarized data.
- Do not allow one enthusiastic or skeptical participant to dominate; enforce balanced participation.
- Do not treat the session as a training or sales pitch; it is a listening protocol.
- Do not skip analysis planning; un-coded notes will not support defensible decisions.

Questions

- Where, specifically, could AI improve feedback quality or speed without reducing teacher-student interaction?
- What student engagement behaviors might increase (choice, iteration, persistence), and what might decrease (over-reliance, reduced struggle)?
- What is “off limits” for AI support in your classroom (grading, placement, discipline), and why?
- What harms are plausible for or seemingly inherent for multilingual learners, students with disabilities, or students with limited access—and what mitigations would you require?
- What professional learning would you need to implement AI responsibly in instruction?
- How does this use inform and enrich teacher student engagements?

One-on-One Interview to Shape District Guidance for GenAI Use for Inform and Enrich Teaching and Learning



Context

A district is considering allowing classroom use of GenAI tools for formative feedback on writing and teacher lesson-planning supports. Leadership wants input on instructional value, engagement benefits, and risk controls before finalizing policy and professional learning. Rather than focus groups, the district will conduct confidential one-on-one interviews with individuals (educators, students, and families/community members) to obtain candid, specific examples of when AI could help—or harm—teaching, learning, and engagement.

Optimal Use/Approach

- Use a structured interview guide aligned to readiness domains (instructional value, privacy/security, equity/accessibility, educator capacity, student experience/engagement, governance/oversight) so every interview yields decision-relevant evidence
- Select interviewees intentionally to represent varied perspectives (grade bands, content areas, experience with AI, special education, multilingual learners, differing access to devices/connectivity, families with different language needs)
- Create conditions for a “feedback loop for candor”
 - Clarify the purpose: “We are listening to inform district guidance; this is not an evaluation of you.”
 - Offer confidentiality parameters and how notes/transcripts will be de-identified in reporting
 - Avoid interviewing students with a teacher/administrator present; avoid interviewing employees with their direct supervisor
- Anchor questions in concrete instructional moments
 - Ask interviewees to describe specific teaching/learning moments where AI might help or harm engagement (e.g., revision conferencing, feedback turnaround, planning a differentiated mini-lesson)
 - Capture current practice first (“What do you do now?”), then explore where AI could augment—and what must remain human
- Probe boundary conditions and guardrails
 - Elicit “off-limits” uses (e.g., grading, placement, discipline, high-stakes decisions)
 - Elicit required guardrails (e.g., teacher review, data minimization, approved accounts, transparency to students/families, verification expectations)
- Record, analyze, and report defensibly
 - With permission, record and transcribe; otherwise use structured notes with a consistent template
 - Apply a shared coding scheme across interviews; use at least two coders for a subset to calibrate reliability

One-on-One Interview to Shape District Guidance for GenAI Use for Inform and Enrich Teaching and Learning



Optimal Use/Approach

- Report findings as themes with short illustrative quotations; clearly separate “what we heard” from district recommendations
- Provide a brief “what we heard” summary
 - Explain how input will shape policy language, pilot boundaries, and professional learning priorities
 - Share a cadence in which feedback will be collected on “efficacy” of current implementation practices

Cautions

- Replacing specificity with general opinions (e.g., “Do you like AI?”) that produce shallow, polarized responses
- Using interviews as advocacy or training rather than listening; interviewers subtly persuade or correct interviewees
- Failing to protect candor (unclear confidentiality, supervisors interviewing staff, students interviewed in front of authority figures)
- Skipping analysis planning and relying on unstructured notes, making findings non-actionable and hard to defend
- Overgeneralizing from a few vivid stories without noting patterns, divergence by role/grade band, or contextual constraints
- Ignoring equity signals (access gaps, language needs, disability accommodations) and treating “one-size-fits-all” guidance as adequate

Questions

- Instructional value (e.g., drafting feedback tools; support in lesson and unit planning)
 - In your day-to-day work, where does writing feedback or lesson planning break down most often (time, quality, consistency, differentiation)?
 - Where, specifically, could AI improve feedback quality or speed without reducing teacher-student interaction?
 - What parts of feedback/planning must remain human (relationship, goal setting, conferencing, cultural responsiveness), and what parts could be supported (surface-level edits, idea generation, option sets)?
 - How will the teacher ensure “trust but verify” to ascertain a goodness of fit with purpose/use identified by the teacher?

One-on-One Interview to Shape District Guidance for GenAI Use for Inform and Enrich Teaching and Learning



Questions

- **Student engagement and learning behaviors**

- What engagement behaviors might increase and what might decrease student engagement? What evidence will be collected to ascertain the relationship between engagement strategies and the outcome of them?
- What would be early warning signs that AI is harming engagement or authenticity of student work?

- **Equity and accessibility**

- What harms are plausible for multilingual learners, students with disabilities, or students with limited access—and what strategies are considered/in place to mitigate these?
- How should guidance address unequal access to devices, connectivity, and home supports?

- **Privacy/security and trust**

- What information should never be entered into an AI tool in this context? How will this be communicated?
- What would you need to see (or know) to trust that student data and district information are protected?

- **Boundaries and guardrails**

- What is “off limits” for AI support in your setting (grading, placement, discipline), and why?
- What guardrails must be true for safe classroom use (teacher review, approved tools/accounts, transparency scripts, verification routines, opt-out)?

- **Professional learning and implementation**

- What professional learning would you need to implement this responsibly?
- What routines would students need to be explicitly taught (verification, attribution, reflection on changes, when not to use AI)?

- **Decision-ready closing**

- If the district piloted one use case next semester, what should it be—and what conditions must be met first?
- What would cause you to recommend pausing or stopping a pilot?

Collecting Perceptions and Beliefs – Item Development

Items, regardless of their application (e.g., survey, focus group, interview, other means), benefit from specificity and will more likely reflect the attitudes of direct users and the perspectives of caregivers and others indirectly affected. At minimum, being clear on what is being measured and the rationale for it is a first step in developing a strong item (e.g., an attitude, frequency of use, and the like).⁷² That is, the “what” will assist in the creating an item that will ask a question and engender or provide (in the case of a survey) response options that are most likely to provide the information desired.

For instance, if the survey item asks, “How familiar are you with how generative AI tools use submitted text to improve their systems?” then the response bank should include a range of choices that include the language in the ask (e.g., not at all familiar, somewhat familiar). See Table 6 (Survey Items – Measurement Types and Rationale) and Table 7 (Typical AI Survey Categories and Recommended Formats) for recommendations a district can use in developing survey items to benchmark perceptions of AI.

Table 6: Survey Items – Measurement Types and Rationale

What is measured	Best response format	Why this format?	Example anchors
Attitude/belief (agreement)	Word-based Likert-type	Reduces ambiguity for subjective constructs	Strongly disagree ... Strongly agree
Frequency of use	Word-based frequency	More concrete, less subjective	Never ... Always
Knowledge/awareness	Word labels or categorical	Avoid “agree” for factual knowledge	Not at all familiar ... Very familiar
Importance/priority	Word-based importance	Helps respondents calibrate magnitude	Not important ... Extremely important
Satisfaction/quality rating	Numeric or word-based rating	Numeric works if clearly anchored; word-based reduces ambiguity	1=Very poor ... 5=Excellent
Risk severity/likelihood	Numeric + anchors or verbal scales	Supports simple risk scoring; still needs labels	1=Very low ... 5=Very high

Table 7: Typical AI Survey Categories and Recommended Formats

Category	Sample survey item	Recommended response options
Awareness/ familiarity	How familiar are you with how generative AI tools may use submitted text to improve their systems?	Not at all familiar / Slightly / Moderately / Very / Extremely familiar
Frequency of use	In a typical week, how often do you use AI tools for lesson planning or drafting communications?	Never / Rarely / Sometimes / Often / Always
Comfort/ self-efficacy	I can identify when an AI output needs verification before use.	Strongly disagree → Strongly agree (word-based)
Perceived benefits	Using AI can save me time on routine drafting while preserving my professional judgment.	Strongly disagree → Strongly agree (word-based)
Perceived risks (privacy)	I am concerned that AI tools may expose student data if not configured correctly.	Strongly disagree → Strongly agree (word-based)
Perceived risks (bias/accuracy)	I am concerned AI outputs may reflect bias that could disadvantage some student groups.	Strongly disagree → Strongly agree (word-based)
Support needs	I need clearer district guidance on which AI tools are approved for student use.	Strongly disagree → Strongly agree (word-based)
Governance/ procurement readiness	Our district has a clear process for vetting AI tools for privacy and security before adoption.	Strongly disagree → Strongly agree (word-based)
Human agency / relationship protection	AI use in my context should strengthen, not replace, educator-student relationships.	Strongly disagree → Strongly agree (word-based)
Risk rating (internal triage)	How high is the risk of unintended harm if this AI use is implemented without safeguards?	1=Very low / 2=Low / 3=Moderate / 4=High / 5=Very high (numeric + anchors)

In sum:

- Use word-based agreement (e.g., Strongly disagree – Strongly agree) when measuring attitudes, beliefs, perceived risks/benefits, trust, and self-efficacy.
- Use behavior/frequency labels (Never – Always) when measuring how often something occurs.
- Use numeric ratings (1–5) when a compact scale for scoring is needed—provide clear language on how the scale is interpreted (e.g., 1 = low familiar, 5 = very familiar).
- Avoid numeric ratings without labels unless a strong rationale is provided as it increases interpretation variability.
- Keep the same direction for response items throughout the instrument (i.e., throughout the survey “positive” responses are shared in a left-hand column/sequence).
- Use item-specific scales (e.g., frequency, familiarity, importance) over generic agree/disagree when possible.
- Provide a clear “Not applicable” option when appropriate (i.e., procurement items for teachers).
- Use consistent anchors within categories (e.g., the same agree scale for attitude items). If you need multiple constructs (e.g., agreement and familiarity), ask separate questions for each.
- Expansion on these ideas is found in Appendix: Survey Resources.

Stakeholder Engagement, Communication, and Readiness Cases

Whereas the previous cases were an effort to provide district educators an opportunity to think about strategic ways of ascertaining perceptions of AI use as a means of informing and enriching teaching and learning, the following cases interrogate the evaluation and addressing of bias, privacy, transparency, and risk assessment and management with a focus upon engendering an approach to regular consideration of ideas that resist easy and final answers.

Additionally, if a survey, interview, or focus group(s) is conducted and data suggests that individuals are unfamiliar about and therefore uncomfortable with AI, the subsequent cases that focus on these concerns can assist a district with a suggested way of engaging with individuals about current considerations for use and tie this to purpose (e.g., pedagogical and/or operational) as well as larger mission, vision, and goals of the school district.

Case: The Early Warning Flag

Primary focus: A district adopts an AI-supported early warning tool intended to help staff notice when students might benefit from additional academic or social-emotional support. Over time, staff notice that certain groups—students with disabilities, English learners, and students experiencing housing instability—are flagged more frequently. The district must decide whether this reflects bias in the model, bias in the underlying data and systems, staff interpretation, or all three—and what informed use looks like over time.⁷³

Discussion Prompts

District and building leadership

- When we say the tool is “only informational,” what do we mean in day-to-day practice—and why is that boundary necessary (or not) given your equity and legal obligations?
- If flagged students are disproportionately from certain groups, what do you think is driving that pattern (e.g., data sources, model design, systemic inequity, staff action on outputs)—and why? What evidence would change your mind?
- What would justify a pause, audit, or discontinuation of the tool—and why are those thresholds the right ones for your district’s risk tolerance and community expectations?

District teachers

- When a student is flagged but your professional judgment disagrees, what should you do next—and why is that the fairest and most instructionally sound approach in light of AI as a means to inform and enrich teaching and learning?
- How might seeing a flag (e.g., grading, discipline referrals, special education) change expectations or interactions—even unintentionally—and why is that risk higher in some settings?
- What additional evidence should be required before acting on a flag—and why are those sources more trustworthy than the AI signal?

District support staff

- What should accompany each flag (data sources, recency, uncertainty, limitations)—and why would that information materially change how staff respond?
- How should the district monitor disparate impact over time—and why are those specific metrics and review intervals sufficient?
- Who should have authority to pause or restrict use when harm is suspected—and why that governance design (speed, accountability, expertise)?

Students

- (P–5) If a computer says you might need help, what should your teacher do first—and why does that feel fair?
- (6–8) If adults see a label about you that you can’t see, what is/are your reaction(s)—and why?
- (9–12) If an AI label could affect supports or opportunities, what rights should you have to question it—and why are those rights important?

Parents and caregivers

- What would you need to know to trust that flags help rather than stigmatize (e.g., purpose, data used, who sees it, how decisions are made)—and why does each piece of information matter?
- If the flag is wrong, what should the district do—and why is that response proportionate and respectful?
- What should an appeal or correction pathway include—and why would it be meaningful rather than symbolic?

Advocates/community members

- How do we prevent “support” tools from becoming surveillance tools—and why do some communities experience these tools differently?
- What transparency should exist to evaluate civil rights impact—and why is that level of transparency necessary for legitimacy?
- What oversight (internal or independent) would you consider credible—and why would it build trust?

Case: Translation That Changes the Meaning

Primary focus: To improve communication, the district begins using AI translation tools for family messages in multiple languages. Over time, bilingual staff and families report that certain messages—especially those about discipline, special education, or attendance—read as harsher, less respectful, or subtly misleading. The district must address linguistic and cultural bias, quality assurance, and accountability when meaning shifts.⁷⁴

Discussion Prompts

District and building leadership

- Which types of messages should never be sent without human review—and why are those categories higher risk (power, consequences, legal sensitivity)?
- How should the district define “translation quality” across languages—and why might a single English benchmark be insufficient or inequitable?
- If a translation error harms a family’s understanding or decision-making, what is the district responsible for doing—and why is that the appropriate level of accountability?

District teachers

- When is AI translation “good enough,” and when is it not—and why (stakes, nuance, relationship, legal implications)?
- If a family says a translated message felt disrespectful or threatening, how should you respond—and why does your response either build or erode trust?
- What support would help you communicate accurately without increasing workload—and why is that support essential for equity?

District support staff

- What workflow would most reduce repeated errors (e.g., routing rules, bilingual review pools, spot checks, version control)—and why?
- How should feedback from families be tracked and acted on—and why does system-level learning matter more than one-off corrections?
- What role should community language groups play in review—and why is that collaboration worth the time?

Students

- (P–5) If your family gets a confusing message, what should the school do—and why?
- (6–8) Who should check translations before they go out—and why should that person/group be responsible?
- (9–12) If students notice translation problems, should they be able to report them—and why might student reporting improve fairness?

Parents and caregivers

- What standards would make translated messages trustworthy (e.g., human review for sensitive topics, clear point of contact, fast corrections)—and why?
- How should families report concerns—and why does the reporting method affect whether families actually speak up?
- What would accountability look like after an error—and why is that response necessary for maintaining relationships?

Advocates/community members

- How do language-access tools intersect with equity—and why might translation errors disproportionately harm certain communities?
- What transparency would help communities understand how translations are produced—and why is that transparency not “too much information”?
- How can districts partner with language communities rather than only “serve” them—and why does partnership improve outcomes?

Case: The Helpful Prompt That Crossed the Line

Primary focus: A teacher uses a generative AI tool to draft notes for a meeting and—without thinking—includes details about a specific student. Later, the teacher worries that the information should never have been entered. The district must clarify what counts as an incident, what SOPPA-aligned workflows require, and how to respond in a way that improves practice rather than producing fear and avoidance.⁷⁵

Discussion Prompts

District and building leadership

- What should count as a privacy incident involving AI prompts—and why (harm potential, legal exposure, trust)?
- How should privacy incidents and the like be expressed in the district policies and supporting resources so all are clear on framing, roles, and responsibilities?
- Which tools/accounts are permitted for staff use—and why do those boundaries matter in practice?
- How should the district respond so staff learn without hiding mistakes—and why is that response better for long-term safety?

District teachers

- In your daily work, what feels like “identifiable” information—and why is that line harder than it sounds?
- If you realize you entered details you shouldn’t have, what should you do first (e.g., containment, reporting, documentation)—and why is that step most important?
- What reminders or training would actually change practices—and why would those supports work better than a policy memo?

District support staff

- What guardrails reduce risk without shutting down legitimate use (e.g., approved tool list, technical controls, prompt templates, coaching)—and why?
- What vendor requirements are non-negotiable (e.g., secondary use limits, retention, deletion, breach terms), and why?
- How will you verify compliance in practice—and why is verification necessary beyond written agreements?

Students

- (P-5) What things about you should stay private—and why?
- (6-8) Why does it matter what adults type into computer tools about you—and why might it affect trust?
- (9-12) What rights should students have about their data—and why do those rights matter in school settings?

Parents and caregivers

- If a mistake happens, what should the district tell you—and why is that the right level of transparency?
- What remedies matter most (e.g., correction, deletion, counseling support, vendor accountability)—and why?
- What choices should families have—and why might choices be limited in some school-required contexts?

Advocates/community members

- How should SOPPA shape day-to-day practice—not just contracts—and why does “workflow” matter as much as “policy”?
- What transparency is essential to public trust—and why would it reduce misinformation or fear?
- How do privacy risks intersect with equity—and why do some communities experience data misuse differently?

Case: The “Free” App With the Hidden Data Trail

Primary focus: A “free” classroom app spreads quickly because it is easy, engaging, and recommended by colleagues. Months later, the district discovers the app collects extensive student data and retains it in ways never reviewed through SOPPA-aligned processes. The district must decide how to respond to current use, communicate with families, and prevent future “shadow edtech.”⁷⁶

Discussion Prompts

District and building leadership

- What should we do about a tool already widely used without review—and why (student impact, instructional disruption, privacy risk)?
- What minimum review must occur before any tool touches student data—and why are those checks the right baseline?
- How should we communicate with families now—and why might transparency help rather than harm trust?

District teachers

- What signals make a tool feel “safe enough,” and why might those signals be misleading?
- What supports would reduce pressure to adopt unapproved tools (e.g., approved tool menus, fast review lanes, alternatives)—and why?
- How do you weigh instructional value against privacy risk in light of AI informing and enriching teaching and learning?

District support staff

- What technical controls could reduce risk (e.g., SSO, filtering, device management, app portals)—and why are they feasible or not?
- What contract terms matter most (e.g., retention, deletion, secondary use, subcontractors)—and why?
- How do we monitor compliance over time—and why is monitoring necessary even after approval?

Students

- (P-5) How would you feel if an app kept track of what you clicked—and why?
- (6-8) Should students be told what an app collects—and why would that change how they use it?
- (9-12) What does real choice look like for school-required tools—and why is “optional” sometimes not really optional?

Parents and caregivers

- What would you want to know before using an app (e.g., what is collected, who it is shared with, how long is data kept)—and why?
- When is a tool truly optional—and why does that distinction matter for consent?
- If the vendor’s practices conflict with community values, what should the district do, and why?

Advocates/community members

- Who decides acceptable risk—and why should that decision include community voice?
- What accountability mechanisms should exist (e.g., public inventories, audits, reporting, complaint processes)—and why?
- How might data collection affect vulnerable communities—why might impacts be uneven, and what should occur to minimize the likelihood of or eliminate this?

Case: Was That Email Written by a Human?

Primary focus: Families begin to wonder whether district emails, translations, newsletters, and even some student-facing materials are written by people, AI, or a mix. Some families appreciate increased clarity and frequency; others feel uneasy and ask, “Why aren’t you telling us when AI is involved?” The district must decide what meaningful transparency looks like in practice.⁷⁷

Discussion Prompts

District and building leadership

- When should the district disclose AI involvement—and why (trust, material impact, community expectations)?
- What does “meaningful explanation” look like—and why is a simple label sometimes insufficient or sometimes too much?
- What should not be disclosed—and why (security, gaming, operational burden)?

District teachers

- If you use AI to draft a message, what would you disclose—and why would that disclosure build trust rather than create confusion?
- How might disclosure expectations change workload—and why should that reality shape district guidance?
- If a message causes harm because AI introduced errors or tone shifts, who is accountable—and why?
- To what extent should students be informed about AI use for drafting messages?

District support staff

- What would a practical district-wide disclosure approach look like in its suite of policies? What are the minimum necessary “inclusions”?—and why
- What records should exist so the district can answer questions later—and why does traceability matter when trust is challenged?
- How should correction workflows work with AI use in specific instances and generally? How might this be explicated in the district suite of policies and resources?

Students

- (P–5) Should schools tell you when a computer helped write something—why?
- (6–8) What helps you trust information: who wrote it, how it was checked, or both—and why?
- (9–12) What level of disclosure feels honest—and why might too little or too much disclosure be a problem?

Parents and caregivers

- What disclosure would you actually read and use (e.g., short note, FAQ link, examples)—and why?
- How should the district explain limitations like errors or “confident wrong” outputs—and why does plain language matter?
- If you suspect AI played a role in a consequential message, what process should exist to ask questions—and why?

Advocates/community members

- What public-facing transparency commitments should exist—and why are they necessary for legitimacy?
- How might these commitments be explicated in the district suite of policies and resources?
- How do we avoid transparency becoming a checkbox—and why do process and reporting matter?
- What role should community advisors play—and why?

Case: The AI Tutor’s “Confident” Explanation

Primary focus: Students begin using an AI tutoring assistant embedded in a learning platform. It often helps, but sometimes it produces confident, wrong explanations. Teachers and parents ask, “What exactly is this tool doing?” and “How do students know when it’s wrong?” The district must decide what transparency and “student understanding” should look like at different ages.⁷⁸

Discussion Prompts

District and building leadership

- What must be explained to teachers, students, families, community members, and advocates about what the “AI tutor” can and can’t do in light of AI as a means to inform and enrich teaching and learning—and in what ways might *how* this is shared engender/increase trust in the use of AI in the district?
- What does age-appropriate transparency mean across grade bands—and why should the explanation differ by developmental level?
- What should the vendor be required to provide (documentation, controls, evidence)—and why are those requirements essential?

District teachers

- How do you teach students to use the tool without outsourcing learning—and why do some routines protect deeper understanding better than others?
- What classroom practices help students verify and reflect—and why do those practices reduce overreliance?
- When a student says, “But the AI said...,” how do you respond—and why does your response shape trust in learning systems?

District support staff

- What onboarding materials should exist for students, families, and staff—and why are multiple formats necessary?
- What monitoring data would help detect harm (error patterns, uneven quality, misuse)—and why are those signals meaningful?
- What escalation pathway should exist for unsafe outputs, and how is this shared in the suite of district AI policies?

Students

- (P–5) If the helper makes a mistake, what should you do—and why?
- (6–8) What are two ways to check an AI answer—and why do they work?
- (9–12) Should the tutor show sources or reasoning—and why would that help you decide whether to trust it?

Parents and caregivers

- What would help you support your child’s use of the AI tool at home (e.g., clear rules, examples, warning signs)—and why?
- How much do you want to know about how AI works in light of informing and enriching teaching and learning—and why might more detail help or overwhelm?
- If the tool works better for some students than others, what should the district do—and why?

Advocates/community members

- How do we ensure AI tutoring expands opportunity what risks should be mitigates to ensure this?
- What transparency is needed to evaluate equity impact—and why should communities see evidence, not only assurances?
- What safeguards protect student agency—and why do they matter?

Case: The Fast Rollout

Primary focus: Facing staff burnout and pressure to improve efficiency, the district considers deploying a generative AI assistant for staff planning and communications on a fast timeline. Some leaders argue speed matters; others worry risk review is being compressed. The case explores what “responsible speed” looks like and how a district defines release blockers, mitigations, and monitoring.⁷⁹

Discussion Prompts

District and building leadership

- What risks rise to the level of “do not release” in your district (privacy, bias, trust, legal exposure)?
- Who owns the go/no-go decision—and why should that authority sit there (accountability, expertise, speed)?
- What belongs in a risk register for this rollout—and why does documenting decisions matter when scrutiny increases later?

District teachers

- What would make you willing to adopt quickly (e.g., training, boundaries, exemplars, time to practice)—and why?
- What risks do teachers see that leadership might miss, and how are these risks present in classroom interactions (e.g., relationship impacts, evaluation anxiety)? How might district leadership go about capturing these concerns from teachers?
- How should teacher feedback shape rollout decisions—and why is that feedback essential even when time is short?

District support staff

- What minimum controls must exist on day one (e.g., accounts, logging, data rules, escalation)—and why are those controls foundational?
- How should the district pilot or test before scaling—and why would those tests reveal real risks?
- What ongoing monitoring is realistic—and why does monitoring protect both students and staff?

Students

- (P-5) If teachers use a computer tool to help plan, what should stay the same about school—and why?
- (6-8) What worries you about new tools being adopted quickly—and why?
- (9-12) What and how should students be able to report about the tool?

Parents and caregivers

- What would you want to see before rollout (e.g., policies, resources)—and why?
- How should the district communicate that this is being monitored—and why should that communication build trust rather than concern?
- If early use shows “harm,” what should occur? What means of communication are necessary in order to report this—and why?

Advocates/community members

- What would signal responsible rollout (e.g., public documentation, oversight groups, reporting cadence)—and why?
- How do we balance urgency with trust—and why does trust require visible process?
- What equity risks increase when rollouts are rushed—and why are some mitigations non-negotiable?

Case: The Incident That Tests the System

Primary focus: An AI-enabled feature produces a harmful outcome—an incorrect statement sent to families, an unsafe suggestion to a student, or a privacy mistake that spreads more widely than intended. The district contains the immediate issue, but the incident reveals gaps in response, documentation, and communication. The case explores whether the district has a real risk governance system—or only informal habits.

Discussion Prompts

District and building leadership

- What is the district's incident response playbook—and why does each step exist (triage, containment, notification, remediation)?
- What should trigger pausing a tool district-wide—and why (severity, repeatability, trust impact)?
- How should the district communicate publicly when facts are still emerging—and why does early transparency matter even with uncertainty?

District teachers

- What do teachers need prior to, in the moment, and subsequently for “incidence response” (e.g., clear guidance, admin backing, family language, protection from blame)—and why?
- How do you balance instructional needs with a pause in tools students relied on—and why does that balance differ by grade level or context?
- What does “learning from the incident” mean in classroom practice? How is or should this be derived from the perceptions of those in the classroom—and why should it be more than a memo?

District support staff

- What evidence is needed to investigate (e.g., prompts, outputs, timestamps, settings, logs)—and why?
- How do you coordinate across teams quickly—and why does coordination often fail under pressure?
- What changes should follow the incident—and why should monitoring and training be updated immediately?

Students

- (P-5) If a tool says something wrong or scary, who do you tell—and why?
- (6-8) After a tool makes a mistake, should students be told what happened—and why?
- (9-12) If you are affected by an AI-related error, what would feel like a fair remedy—and why?

Parents and caregivers

- What information do you expect to be quickly communicated (e.g., what happened, who was affected, what is being done now)—and why?
- How should the district handle uncertainty upon learning an incident occurred (i.e., the fuzziness that is often a part of “fact finding”) while still communicating promptly—and why is that hard but necessary?
- What remedies matter most (e.g., corrections, record repair, counseling, data deletion, vendor accountability)—and why?

Advocates/community members

- What does accountability look like without scapegoating individuals—and why is that distinction important?
- When should independent review occur (e.g., external audit, board hearing, community panel)—and why?
- How do we ensure lessons learned become systemic change—and why do organizations often revert after incidents?

District and Teacher Selection of AI applications

The previous information focused on work necessary to create common understandings on purpose of and use for AI to inform the development of district policies to inform and enrich teaching and learning when AI is used as a means for these. This section extends this through focusing upon the “...evaluat[ion] and address[ing][of] bias, privacy, transparency, and risk assessment and management in the usage of artificial intelligence technologies and applications”⁸⁰ at the district and, assuming approval/meeting of compliance/laws, teacher level as well as through “innovation zones” inclusive of those within districts, between P-12 districts and higher education, and partnerships between for-profit entities or/and organizations and school districts.

As districts are asked to innovate using AI in support of teaching and learning there is a need to also protect students and staff, and sustain public trust through clear, explainable decisions about what is permitted, under what conditions, and why. Balancing the instructional benefits of AI (or any educational technology or curricular program) must also include operational concerns including protecting student privacy—bias, privacy, transparency, and risk assessment and management. The protecting of student privacy requires a series of district policies, authorized uses policies, and informed use policies. These policies ensure clarity on expectations on authorized use inclusive of repeatable routines, defined roles, documented evidence expectations, and, maybe of most importance, a monitoring cycle that continues after adoption to refine, as needed, those policies adopted.

Approaching the evaluation of applications for instructional and operational uses is essential because AI systems can fail in ways that resemble ordinary instructional mistakes (i.e., incorrect feedback), but they can also fail in ways that create legal, ethical, and equity harms (e.g., privacy violations, discriminatory impacts, opaque automated decisions, or normalized surveillance).

Various guidance documents from the federal government and national organizations share principles and recommendations to support districts in approaching thoughtful selection of AI to inform instruction and enrich student engagement. For instance:

- Federal education guidance suggests the importance of shared understanding and local policy development so that districts can realize educational benefits while managing predictable risks.⁸¹
- National Institute of Standards and Technology’s AI Risk Management Framework (AI RMF) and its Generative AI Profile.⁸²

The goal in sharing what follows is not to outsource decisions that a district or teacher can cut and paste into a policy and adopt. Rather, it is to ground local decision-making in recognized practices and communicate decisions in plain language that comports with federal laws, as well as to capture the unique needs and opportunities for AI to inform instruction and, more generally, the opportunities for educational engagement offered to students in their school district.

District Adoption for AI Use

What follows is a three-step “practical evaluation” suggestion for a first pass on determining if, at all, an AI application meets the common understandings of those in the district constellation (e.g., administrators, teachers, students, parents/caregivers, and community members/advocates) regarding “educational value” (e.g., purpose and use, broadly).

Then, once initial purpose/use is identified, these are next filtered through requirements of data security, equity, and accessibility writ large (See: Appendix: Three-Step “Goodness of Fit” Approach: Supporting Resources for an extension on the subsequent ideas).

Although an AI application may be full of possibilities and potential to inform teaching and learning or aid in district operations, it still requires those who will use or oversee its use to verify that the application passes the “tests” needed to ensure “goodness of fit”⁸³ inclusive of educational value; data privacy and contract readiness; safety, security, and incident readiness; transparency and explainability; and equity and accessibility. These steps are essential to avoid “AI seduction.”

Three-Step Structure to Ascertain “Goodness of Fit”⁸⁴

Step 1: Identify tool category and risk level

Before debating features, answer four questions:

1. What decisions or outputs does it influence (planning support vs. grading vs. discipline vs. surveillance)?
2. Whose data does it touch (no student data, aggregated, de-identified, identifiable student data)?
3. Who uses it (staff-only, student-facing, family-facing)?
4. What is the impact if the result is “incorrect” (low stakes vs. high stakes)?

Suggested local risk tiers (raise expectations as tier increases):

- Tier 0: No student data; optional staff productivity
- Tier 1: Instructional support with limited or de-identified data
- Tier 2: Student-facing learning tool using identifiable student data
- Tier 3: High-stakes or safety-sensitive (grading/placement/discipline, student monitoring/surveillance, automated risk scoring)

Step 2: Minimum evidence checklist (what must be “true” to approve)

For Tier 1–3 tools, require evidence across these domains:

Educational value: Clear use-case(s), success indicators (i.e., student outcomes), training plan, and explicit constraints (“what it may not be used for”)

Data privacy and contract readiness: Terms aligned to district expectations; terms of service (ToS)/ data processing agreement (DPA) review completed; clear data flows and retention/deletion commitments

Safety, security, and incident readiness: Security posture summary; breach notification commitments; district incident process defined

Transparency and explainability: Plain-language description of what the tool does; what inputs it uses; what humans must still decide/review

Equity and accessibility: Bias and accessibility evaluation plan; monitoring approach; documented response pathway

Step 3: Decide: adopt, pilot, or decline with documented rationale

Common defensible outcomes:

- **Adopt** (low risk plus strong evidence and contract/privacy readiness)
- **Pilot** (promising value; limited scope/time; explicit monitoring and stop-use triggers)
- **Decline** (unclear purpose; weak privacy terms; high-stakes use without protections)

Model Rubric and Question Bank (Instruction)

This rubric may be used/modified for adoption and again at pilot midpoint and conclusion of the pilot. Score each domain 0–3 (0 = unacceptable; 3 = district-ready with ongoing monitoring). Raise expectations as the risk tier increases.

Scoring anchors (0–3):

0 – Not acceptable: Missing controls or evasive answers; incompatible with P-12 use

1 – Weak/incomplete: Some controls exist but gaps remain; only suitable for limited pilot (if at all)

2 – Adequate with conditions: Meets baseline expectations; requires guardrails, training, and monitoring

3 – Strong/district-ready: Clear evidence, enforceable commitments, and mature monitoring/incident routines

Minimum bar by adoption level:

Level 1–2: Privacy and risk-tiering (Domains 2–4) should score at least 2, with written conditions

Level 3–4: All domains should score at least 2, with at least two domains scoring 3 (often privacy and monitoring)

Level 1 (pilot) tips

Instructional: Pilot in units where student thinking is visible (drafts, reflections, oral defense, checkpoints)

Teacher: Default to no student PII in prompts/inputs; use district-controlled accounts and settings

Student: Require disclosure (“I used AI to...; I changed... because...”); keep use supervised and developmentally appropriate

Level 2 (approved with guardrails) tips

Publish an “Allowed/Not allowed/Requires approval” list for staff and students

Standardize review processes using U.S. ED tools and national data privacy agreement (NDPA) patterns where appropriate

Establish a cadence for equity checks (for example, quarterly review of flagged issues or outcome disparities)

Level 3–4 (integrated and mature) tips

Require audit logs and a documented incident pathway (privacy, bias, safety, integrity)

Refresh training annually and upon material vendor changes

Report approved tools and major changes publicly in plain language; maintain an accessible feedback channel

AI Application Review for Instruction and Operations and Goodness-of-Fit Example

Instruction: GenAI Writing-Feedback Tool for Grades 6–8

Context: A middle school teacher proposes using a generative AI writing-feedback tool for Grades 6–8. Students paste draft writing into the tool, receive suggested revisions (organization, clarity, tone), and iterate before submitting final work. The teacher’s intent is to shorten feedback turnaround time and increase revision frequency while keeping grading decisions with the educator.

Step 1: Classify and tier (operational intake)

Impact: Instructional feedback that could indirectly influence grades (teacher retains final judgment).

Data sensitivity: Student writing may contain identifiable information; account configuration may also create identifiable student records.

User group: Student-facing (teacher-supervised).

Consequence-of-error: Moderate—misleading guidance, inappropriate content, biased feedback patterns, privacy exposure.

Practical tiering outcome: Treat as a higher-scrutiny instructional.

Step 2: Minimum evidence (selected checks for this use)

Educational value: Define intended learning outcomes; set success indicators (revision quality rubric; number of meaningful revisions; teacher time saved); specify training and classroom routines.

Privacy/contract readiness: Document data flows; confirm whether student writing is retained or used for model improvement; require enforceable terms before moving beyond a tightly bounded pilot.

Security/incident readiness: Confirm vendor security posture; define reporting pathway for suspected compromise or inappropriate disclosures; assign a district owner responsible for incident coordination.

Transparency: Require plain-language description of tool behavior and limits; define non-negotiable human decision points (feedback is advisory; teacher assesses; student remains author).

Equity/accessibility: Identify predictable bias risks (dialect, multilingual learners, IEP accommodations); confirm accessibility expectations; establish cadence of monitoring/reporting pathways and means of collecting data for these.

Step 3: Decision and documentation (defensible outcome)

Proceed with a time-bounded pilot (not full adoption) if evidence is adequate but not yet “mature.”

Document explicit conditions (training completion; acceptable terms; accessibility confirmation; incident pathway), stop-use triggers, and a midpoint review. At renewal, re-check for material changes (terms, model updates, incidents, emerging risks).

Pilot guardrails:

- Student data minimization: Students do not include names, IDs, addresses, or other identifiers in prompts; teacher models de-identified drafting.
- Role clarity: Tool output is draft feedback, not an evaluation; teacher and student decide what to accept/reject.
- Verification routine: Students maintain a short revision log (what changed and why); teacher spot-checks a sample each cycle.

- Academic integrity alignment: Clear boundaries—AI may suggest edits, but students remain the author; no AI-generated full rewrites submitted as original work.
- Escalation pathway: Simple method to report harmful, biased, or inappropriate outputs; teacher pauses use for recurring issues.
- Pilot measures: Establish baseline and post-pilot indicators (revision quality, student confidence, teacher workload, incidents/complaints) and cadence for collecting information prior, during, and subsequent to the pilot.

Common “cautions”: Students paste drafts that include identifying details or sensitive personal stories; the tool retains content by default. The district unintentionally shifts from a low-risk pilot into a student-data-bearing implementation without the contractual controls, retention limits, and monitoring expected for that posture.

Facilitation questions:

- What is the smallest bounded use that still advances AI use to inform and enrich teaching and learning (e.g., organization only; no tone/voice rewriting)?
- What student guidance makes authorship expectations concrete (what counts as “supplement and not supplanting”)?
- Which student groups could be disproportionately harmed or mislabeled (dialect, multilingual learners, students with IEPs), and what is or needed to be in place to anticipate and avoid, to the extent possible?
- What are our stop-use triggers, and who has authority to pause the pilot immediately?
- What evidence must be true to move from pilot to adoption, and what would cause a decline decision?

Instructional Use Rubric

Level	Instructional uses	Teacher uses	Student uses
Level 0	No classroom integration; awareness-only professional learning.	Prohibited for any work involving student information.	Prohibited on district networks/ devices.
Level 1	Small pilot in defined grades/ courses; no high-stakes decisions.	Allowed for low-risk tasks using district-approved accounts/ settings; explicit no-student-PII rule.	Limited, teacher-supervised use; prompts/outputs treated as drafts; age-appropriate constraints.
Level 2	Approved instructional patterns and a clear “do-not-use-for” list.	Approved workflows with training and a required verification routine.	Student guidance, disclosure norms, and academic integrity expectations; appropriate technical controls in place.
Level 3	Embedded into curriculum and assessment design with “thinking-visible” routines; ongoing evaluation of impact.	Standard operating procedures (SOPs) for approved tools; periodic auditing/ monitoring; refresh training.	Routine AI/digital citizenship instruction; clear escalation pathways for harm, bias, privacy incidents, and academic integrity issues.
Level 4	Regular risk reviews, equity monitoring, and public-facing reporting on what is approved, why, and what changed; sustained community feedback loops.	Same as instructional uses, applied district-wide.	Same as instructional uses, applied district-wide.

Model Rubric and Question Bank (Operations)

AI-Supported Family Help Desk for Enrollment, Transportation, and School Meals

Context: A district proposes a website-based “Family Help Desk” chatbot to reduce call volume and provide faster answers in multiple languages. The tool would answer common questions about enrollment steps, documentation requirements, transportation routes and schedules, and school meal processes, and would create a ticket for staff follow-up when needed.

Step 1: Identify tool category and risk level (administrative/operational uses)

Before debating features, answer four questions:

- 1. What business process or decision does it influence** (communications drafting vs. routing/prioritization vs. eligibility determination vs. HR actions vs. surveillance/monitoring)?
- 2. What data is used** (no personal data; aggregated; de-identified; identifiable student/family/staff data; legally protected/sensitive data)?
- 3. Who uses it/who is affected** (staff-only; vendor-facing; family-facing/public-facing; student-facing through services)?
- 4. What is the impact if it's wrong** (minor inconvenience vs. service denial vs. safety risk vs. civil rights/ADA exposure vs. reputational harm)?

Suggested local risk tiers (raise expectations as tier increases):

- **Tier 0:** Staff productivity only; **no personal data**; outputs do not affect services or records (e.g., drafting generic meeting agendas, rewriting public text).
- **Tier 1:** Staff-only operational support with **limited or de-identified** data; outputs inform workflow but do not determine outcomes (e.g., summarizing redacted help-desk tickets; drafting procurement checklists⁸⁵).
- **Tier 2:** Operational tool that is **public/family-facing** or touches **identifiable** student/family/staff data (e.g., family chatbot with ticketing; translating parent communications using identifiable details; routing student services requests).
- **Tier 3: High-impact or safety-sensitive** administrative uses (eligibility/resource allocation, placement decisions, automated risk scoring, disciplinary recommendations, attendance enforcement automation, student monitoring/surveillance, HR adverse actions, or any automated decision that could restrict access to services/benefits).

Step 2: Minimum evidence checklist (what must be “true” to approve)

For Tier 1–3 tools, require evidence across these domains:

Operational/service value: Clear operational use-case(s), baseline pain point, success indicators (time-to-resolution, call abandonment, accuracy, equity of service access), training plan, and explicit constraints (“what it may not be used for”).

Data privacy and contract readiness: Terms aligned to district expectations; terms of service/data processing agreement review completed; clear data flows and integrations; retention/deletion commitments; no secondary use; role-based access; records management alignment.

Safety, security, and incident readiness: Security posture summary; breach notification commitments; access logging; secure integrations (ticketing, Student Information Systems, Human Resources Information Systems); district incident and escalation process defined and testable.

Transparency and accountability: Plain-language description of what it does and does not do; what inputs it uses; how outputs are generated/updated; what humans must still decide/review; how families/staff can request human assistance or contest outcomes.

Equity, accessibility, and rights impact: Bias and accessibility evaluation plan (including multilingual quality); monitoring approach; documented response pathway for harm (misinformation, service denial, discriminatory patterns); ADA/Web Content Accessibility Guidelines expectations for public-facing tools.

Step 3: Decide: adopt, pilot, or decline with documented rationale

Common defensible outcomes:

- **Adopt** (low risk plus strong evidence and contract/privacy readiness; clear monitoring and owner assigned).
- **Pilot** (promising value; **bounded scope/time**; strict data minimization; human review; explicit monitoring and stop-use triggers).
- **Decline** (unclear operational purpose; weak privacy terms; public-facing collection of PII without controls; high-impact use without protections, appeal pathway, or equity monitoring).

Documentation expectations (operational): name a business owner, define who can pause the tool, list approved workflows, list prohibited workflows, record retention/Freedom of Information Act (FOIA) implications as applicable, and define renewal criteria.

District model rubric and question bank (bias, privacy, transparency, and risk management) – operational version

Use this rubric before adoption and again at pilot midpoint and renewal. Score each domain **0–3** (0 = unacceptable; 3 = district-ready with ongoing monitoring). Raise expectations as the risk tier increases.

Domains (0–3 each):

1. **Operational value and process fit** (clear workflow, measurable benefits, failure modes known)
2. **Privacy/contract readiness** (data minimization, enforceable terms, retention/deletion, no secondary use)
3. **Security/incident readiness** (access control, logging, secure integrations, incident playbook)
4. **Transparency/accountability** (plain-language notice, human decision points, contestability/appeals where relevant)
5. **Equity/accessibility/rights impact** (ADA/Web Content Accessibility Guidelines [WCAG], multilingual quality, disparate impact monitoring, response pathway)

Scoring anchors (0–3):

- **0 – Not acceptable:** Missing controls or evasive answers; incompatible with district operational use
- **1 – Weak/incomplete:** Some controls exist, but gaps remain; only suitable for a very limited pilot (if at all)
- **2 – Adequate with conditions:** Meets baseline expectations; requires guardrails, training, and monitoring
- **3 – Strong/district-ready:** Clear evidence, enforceable commitments, and mature monitoring/incident routines

Minimum bar by adoption level (operational):

- **Level 1–2 (pilot/approved with guardrails):** Domains 2–4 should score **at least 2**, with written conditions and named owners.
- **Level 3–4 (integrated and mature):** All domains should score **at least 2**, with at least **two domains scoring 3** (often privacy/contract and monitoring/accountability).

Tips for use by adoption level (operational)

Level 1 (pilot) tips

- **Default to public or synthetic data;** if real data is needed, use the minimum fields and redact identifiers whenever feasible
- Keep scope narrow: one department, one workflow, one measurable outcome (e.g., “ticket summarization only,” not “auto-routing and auto-replies”)
- Require **human review** before any outbound communication or service action
- Configure “safe fallbacks” (route-to-human) and define immediate stop-use triggers (privacy incident, recurring misinformation, accessibility barrier)

Level 2 (approved with guardrails) tips

- Publish an “Allowed/Not allowed/Requires approval” list for operational uses (HR, communications, enrollment, transportation, student services)
- Standardize ToS/DPA review and maintain a **data flow map** (what goes in, what comes out, where it is stored, who can access)

- Establish a cadence for **quality and equity checks** (e.g., monthly review of misinformation reports, translation accuracy, service access disparities)
- Require role-based access, logging, retention limits, and a documented escalation path for families and staff

Level 3–4 (integrated and mature) tips

- Require audit logs, monitoring dashboards, and a formal incident pathway (privacy, bias, safety, integrity) with rehearsed procedures
- Add “material change” triggers: re-approval if the vendor changes models, terms, data use, or integrations
- Implement contestability/appeals for any workflow that could meaningfully affect access to services, eligibility, or rights
- Report approved tools and major changes publicly in plain language; maintain an accessible feedback and complaint channel

Pilot guardrails:

- Data minimization by design: The chatbot instructs families not to share student names, IDs, birthdates, addresses, IEP status, discipline details, or immigration-related information
- Safe fallback rules: For case-specific requests (e.g., “My bus didn’t arrive,” “Do we qualify?”), provide general guidance and a connect-to-staff route—no individualized determinations
- Human-in-the-loop ticketing: Ticket form collects only what is necessary (school, topic, callback preference) and automatically redacts accidental PII pasted into chat
- Quality and harm monitoring: Weekly sampling of logs (with redaction), tracking wrong-answer reports, and defined stop-use triggers (misinformation patterns, privacy incidents, accessibility barriers)
- Public transparency: Clear notice describing scope, limits, data practices, and human contact options

Common “cautions”:

Families share a child’s full name and address in chat; the vendor retains transcripts indefinitely “for quality improvement.” The district unintentionally escalates to a higher-scrutiny, student-data-bearing service without the protections expected for that posture.

Facilitation questions:

- What is the public-information-only version that still delivers meaningful value to families?
- What is the minimum information needed to route support without collecting student identifiers?
- What are our stop-use triggers, and who has authority to pause the service immediately?
- How will we validate multilingual accuracy and accessibility without drifting into unnecessary data collection?
- What evidence must be true to move from pilot to broader use—and what evidence would require us to decline or scale back?

Operational/Administrative Rubric

Level	District operations and administration (central office)	School operations (non-instructional)	Family/community-facing services
Level 0	No operational deployment; awareness-only learning. No processing of district data.	Prohibited on district networks/devices for operational purposes.	Not used with families/community in any form.
Level 1	Limited internal pilot using synthetic or public information only (e.g., draft generic templates, meeting agendas). No individual-level data. No decisions.	Limited pilot for low-risk workflow aids (e.g., drafting non-sensitive help articles); no tickets containing PII.	Information-only pilot: public FAQ chatbot that does not collect names, student IDs, addresses, or case details; always routes to a human for anything specific.
Level 2	Approved administrative workflows with a clear do-not-use-for list (e.g., no HR discipline determinations, no eligibility decisions). Human verification required; documented prompts/templates; approved accounts/settings.	Approved workflows with SOPs (e.g., IT ticket summarization after redaction, scheduling suggestions). Role-based access; retention limits; incident path defined.	Approved communications supports (e.g., translation/drafting) with required human review before sending; plain-language disclaimers; accessibility checks; defined escalation pathway to staff.
Level 3	Integrated into operations with mature governance: SOPs, training, audit logs, periodic review. May touch identifiable data only with enforceable contractual controls and monitoring. No automated adverse actions.	Integrated workflows (e.g., routing, prioritization) with monitoring for error/bias and clear override authority. Incident/breach procedures exercised.	Routine family support (e.g., multilingual help desk) with strict data minimization, log review, and human-in-the-loop for case-specific guidance; public-facing reporting of approved uses and changes.

Level	District operations and administration (central office)	School operations (non-instructional)	Family/community-facing services
Level 4	High-impact administrative uses (resource allocation, eligibility, placement, discipline, automated risk scoring) require formal risk review, equity monitoring, independent validation, board/leadership reauthorization, and a documented appeal/complaints process.	Same as Level 4 administrative, applied to school operations when outputs could materially affect students/staff.	Same as Level 4 administrative, applied to any family-facing tool that could influence access to services or benefits.

Teacher/Student Instructional Use

This portion of the guidance focuses upon decision-making of a teacher for the possible use of AI as a means of informing and enriching teaching and learning by providing broad categories of consideration ascertaining the goodness of fit (or not) for AI in specific instructional instances (Appendix: Misalignment Scenarios and Why “Goodness of Fit” and Clear Prompts Matter). Assuming there is a goodness of fit that aligned with district policies, two short cases are shared to further contextualize and practice decision-making in light of AI as a means of informing and enriching teaching and learning.

Purpose and instructional fit

Write the learning goal as a student outcome (e.g., “Students will revise claims using evidence”), not “Students will use AI.” Name the non-goal clearly (what remains student work). Prefer the simplest tool that meets the need.

Student role and agency

Treat AI outputs as suggestions. Require students to choose what to keep, explain why, and revise. Build a short reflection routine so the learning is visible and assessable.

Privacy and data minimization

Map data-in/data-out: what students enter, what the tool stores, who can access it, and how long it is retained. Minimize inputs. Do not include names, IDs, faces/photos, contact info, or personal stories. If data handling is unclear, pause use.

Transparency and explainability

You should be able to explain what the tool does, the limits of its outputs, and how students verify content. Establish a verification routine using trusted sources or course materials.

Bias, equity, and accessibility

Test the tool with diverse names, dialects, reading levels, and multilingual phrasing. Look for stereotyping or uneven quality. Provide an equally rigorous non-AI pathway. Ensure accessibility supports match student needs.

Safety and classroom management

Confirm safeguards are appropriate for student exposure. Establish explicit norms (time, purpose, supervision). Have a response plan for misuse: reteach, restrict, or discontinue.

Academic integrity and attribution

Define allowed vs. not allowed use for each assignment. Require a simple disclosure statement and build assessment methods that rely on human evidence (drafts, conferencing, in-class writing, oral defense).

Pilot, monitoring, and exit

Pilot first, set a review date, and decide success/stop indicators in advance. Use work samples to determine whether the tool improves learning outcomes without increasing risk.

Two additional cases follow that districts can use as models. Each case walks through a “how to apply” protocol, with emphasis on data security/privacy, bias/equity, and transparency. Read the cases and use the model rubrics to score. Suggested scores are in Appendix: Example Scores and Rationale.

Teacher workflow – GenAI for drafting family communications (no student PII)

Context: The district’s family engagement office and building principals want faster, clearer communications—translations, newsletters, reminders, and drafts of difficult messages. Staff are already experimenting using personal accounts, and leadership wants a safe, consistent approach.

Additional context for evaluation (to support scoring):

- District profile: ~8,500 students; 10 buildings; ~900 staff. Family communications go out in English, Spanish, and Polish; the district uses a standard “family notice” template set.
- Proposed use: Staff generate first drafts only (newsletter blurbs, event reminders, and generic attendance/behavior reminders). Final messages are always reviewed and edited by a human staff member before sending.
- Permitted inputs: Generic program details only (date/time/location; publicly available school events; non-identifying program descriptions). Prohibited inputs include any student name/ID, disability/health details, discipline details, or case-specific narratives.
- Tool environment (for scoring): District-procured GenAI account with SSO; admin console can turn features on/off; prompts/outputs are not used to train public models; retention is limited to ≤30 days; and an admin delete/export control is available.
- Data flow: Staff paste the final, human-edited message into the district’s normal communication systems (mass email/phone/text platform). The GenAI tool is not connected to the SIS, HR system, or email platform via API.
- Quality and equity risks: Translation accuracy and tone; culturally responsive phrasing; and the possibility that some buildings benefit more than others if only pilot staff are trained.
- Pilot controls proposed: A 20-minute microtraining; a “prompt hygiene” checklist; a required redaction step before prompting; and a stop-use trigger if any student PII is entered or if vendor terms change (retention/training).
- Transparency expectation: A one-paragraph public notice explains that staff may use an AI drafting assistant for generic communications, that humans remain responsible, and how families can ask questions or raise concerns.
- Key decision: Can staff use GenAI for drafting, while enforcing a strict no-student-PII rule and maintaining human accountability?

Level 0 – Not approved

- District says: “Do not use GenAI tools for district communications. We are not ready to ensure privacy and consistency.”
- Action: Document the request and stop shadow use.
- Operational reality: No approved accounts/settings; no official guidance; high likelihood of inconsistent practice.

Level 1 – Limited pilot

- District says: “We will pilot for staff-only drafting, using district-approved accounts/settings.”
- AUP boundary: Explicit “no student PII” (no names, IDs, disability/health details, discipline, or case-specific information).
- Action: Confirm retention, data use, and admin controls; set stop-use triggers for vendor(s).
- Monitoring: Determine cadence for pilot participants; monitor for and provide means of collecting privacy incidents (e.g., staff accidentally paste sensitive content).

Level 2 – Approved with guardrails

- District publishes approved workflows: drafting newsletters, general reminders, translation of generic messages, tone polishing.
- IUP expectation: verification routine required (staff must fact-check dates/locations and ensure the message matches district policy).
- Transparency: a short public statement explains that drafting supports are used for efficiency, while humans remain responsible.
- Action: deploy a staff-facing quick protocol that defines permitted/not permitted uses for communications.

Level 3 – Integrated with monitoring

- SOPs exist: who can use, where prompts are stored (if at all), how to handle vendor changes, and how to escalate errors.
- Audits occur periodically: account settings, access controls, and samples of outputs for quality and compliance.
- Incident response is practiced: what happens if a tool change affects retention or if staff misuse is detected.

Level 4 – Mature governance

- The district publishes periodic updates to staff and community: what tools are approved for staff drafting and what changed.
- Feedback loops exist: staff share what works/doesn’t; leadership updates training and guardrails accordingly.
- Equity lens: monitoring ensures communications quality supports multilingual families consistently (not just in pilot buildings).

Table 8: Evaluation Rubric – Case I

Category	L1 (Pilot)	L2 (Approved)	L3 (Integrated)	L4 (Mature)
Data security/privacy	District accounts/settings; no-student-PII rule; time-bound pilot.	Published workflows + enforcement; required verification routine.	Periodic audits; vendor-change monitoring.	Regular risk reviews; ongoing training updates.
Bias/equity	Early checks: translation quality across languages.	Approved workflows designed to reduce inconsistent messaging.	Quality monitoring across schools; corrective actions documented.	Equity monitoring embedded; improvements based on data and feedback.
Transparency	Internal pilot communications.	Public-facing plain-language statement about use and safeguards.	Clear reporting channel for concerns; incidents handled consistently.	Public updates on what changed and why; sustained feedback loops.

Student-facing tool – AI tutoring chatbot for math help

Context: A vendor proposes a student-facing chatbot that provides step-by-step hints for math homework and practice. Teachers like the idea of immediate support, but families are concerned about safety, accuracy, and whether the tool will collect student data.

Additional context for evaluation (to support scoring):

Student population: Pilot is proposed for Grades 6–8 (math intervention classes and after-school tutoring). Students access the tool on district-managed Chromebooks using district accounts.

Proposed functionality: The chatbot provides hints, worked examples, and error explanations for practice problems. It can also generate additional practice questions aligned to a teacher-selected standard.

Boundaries: The tool is blocked during assessments; it will not provide final answers without steps; it refuses harmful, sexual, or violent content; and it refuses personal advice. Teachers explicitly teach students a verification routine (notes, teacher check-ins, show-your-work).

Data collected: Student login identifier, grade level, class roster membership, problem-set selection, and chat transcripts. Vendor proposes transcript retention for 90 days for safety/quality review; the district requests a shorter window and deletion-on-request.

Vendor controls: Admin dashboard includes content filters, blocked topics, transcript review for flagged chats, ability to disable free-form chat, and role-based access for staff reviewers. **Boundaries:** The tool is blocked during assessments; it will not provide final answers without steps; it refuses harmful, sexual, or violent content; and it refuses personal advice. Teachers explicitly teach students a verification routine (notes, teacher check-ins, show-your-work).

Data collected: Student login identifier, grade level, class roster membership, problem-set selection, and chat transcripts. Vendor proposes transcript retention for 90 days for safety/quality review; the district requests a shorter window and deletion-on-request.

Vendor controls: Admin dashboard includes content filters, blocked topics, transcript review for flagged chats, ability to disable free-form chat, and role-based access for staff reviewers.

Curriculum alignment: The tool is restricted to district-adopted curriculum sources (teacher-uploaded) rather than open web browsing. Teachers can preview and revise the allowed source set.

Equity and bias risks: Differential accuracy for multilingual learners; reading level of explanations; accessibility features (text-to-speech, translation); and the risk that some students over-rely on the bot instead of developing reasoning.

Transparency and family engagement: The pilot includes a family notice/consent process, a family-facing FAQ explaining data use and boundaries, and a clear reporting pathway for concerns or harmful outputs.

Key decision: Can students access an AI tutor safely, with clear boundaries, transparency, and monitoring?

Level 0 – Not approved

District says: “No student-facing AI chatbots on district devices/networks at this time.”

Action: Identify and collect required minimum evidence packet before any discussion of pilot.

Level 1 – Limited pilot (teacher-supervised, drafts only)

District says: “We will pilot in one building, supervised by teachers, for practice problems only.”

Boundary: Outputs are treated as drafts/hints; no high-stakes use; no use during tests/quizzes.

Action: Verify required safety controls, logging, retention, and admin ability to restrict features from vendor.

Monitoring: Cadence for monitoring pilot; stop-use triggers include unsafe content, repeated misinformation patterns, and equity harm.

Level 2 – Approved with guardrails and student guidance

District publishes student guidance: what the chatbot is for (practice and hints) and what it is not for (final answers, cheating, test use).

Disclosure norm: students identify when they used the tool and what they accepted/rejected.

Transparency: elements in and means for communicating process/status of pilot, including what data is involved and how concerns are reported.

Instruction: develop and share classroom protocols used so teachers are aware of reporting timelines/processes.

Level 3 – Integrated adoption (operational program)

The chatbot is integrated into a defined set of learning routines (e.g., practice stations) with explicit “show your thinking” expectations.

Audits/monitoring occur: review logs/alerts, check model behavior changes, and verify that restrictions are still active.

Incident response is clear: when a student gets harmful guidance or unsafe content, staff know what form to file and who responds.

Level 4 – Mature governance

The district publishes periodic summaries: tool status, changes, and what was learned through incidents and monitoring.

Feedback loops include students and families: what helps learning, what feels confusing, what feels unsafe.

Equity monitoring is routine: access, outcomes, and differential error patterns are reviewed and drive updates.

Table 9 – Evaluation Rubric 2

Category	L1 (Pilot)	L2 (Approved)	L3 (Integrated)	L4 (Mature)
Data security/ privacy	Teacher-supervised pilot; strict account controls; data minimized.	Published rules + technical controls; family notice clarifies data use.	Audits/monitoring + vendor-change checks; incident response practiced.	Regular risk reviews; continuous improvement based on monitoring.
Bias/equity	Early checks for differential accuracy across student groups.	Guardrails reduce high-risk reliance; clear do-not-use contexts.	Ongoing evaluation of impact and drift; corrective actions documented.	Routine equity monitoring and public-facing improvement narrative.
Transparency	Pilot-scoped communications and consent/notice (as applicable).	Student guidance + family notice + reporting pathway.	Transparency supported by real escalation and incident handling.	Public updates on changes and lessons learned; sustained feedback loops.

The previous section provided information on how a district can approach the creation of AI policies grounded upon common understandings. What follows is a consideration of innovation zones as a space through which AI applications may be evaluated to ensure a “goodness of fit” based upon the common understandings.

Please note that mentioned the “suite of district policies,” “Authorized Use Policies” and “Informed Use Policies” are more richly examined in the next section, *AI for Policy II – District Policies*.

Innovation Zones

Innovations zones, for the purposes of this guidance, should be understood as those created and operated by districts/schools (sometimes with external inputs). Governance, instructional decision-making, and scaling decisions remain inside the P-12 system even in those instances when the school district is working with an external vendor or postsecondary institution.

AI innovation zones within P-12 district

The emphasis of “within P-12 district” innovation zones is on creating a “sandbox” for exploration of an idea to implementation. Importantly, and in addition to the identification of purpose/use, the “within district” innovation spaces afford the district deliberate opportunities to consider sustainability and capacity and, potentially, if additional partnerships or relationships are necessary as it engages with AI for operational and instructional purposes.⁸⁶

Common models

Sandbox for development of “castles” (some of which will be piloted): An environment in which AI tools are “applied” to instructional and operational uses. Based upon findings, some of the castles will be piloted for further consideration. It is important that those who may use and whose insight can inform the development of the castle are allowed to play in the sandbox. Another way of conceptualizing the notion of “sandbox” is as a professional learning community.

Instructional innovation studio: Student-facing applications and/or student creation of AI applications tied to educator or student identified problems of practice and shared publicly.⁸⁷

In the aforementioned, explicit constraints tied to data security and student safety that are publicly shared for review and refinement are essential to identify and show in the process of development.

Additionally, the lessons learned from the exploration should both inform the specific project as well as broader district AI, AUP, and IUP policies.

Tips for success⁸⁸

- Create one district-wide proposal process for AI ideas
- Evaluate proposals on clarity of purpose/use tied to extant or emerging problems of practice for the district and/or students and inclusive of issues such as: data governance, accessibility, and basic security controls
- Begin with staff productivity and teacher applications before student opportunities, unless a student program is tightly scaffolded
- Make norms for and expectations of acceptable and informed use for students and staff that emphasize citation, cross-checking, and “show your work” for purposes of evaluation, generally, as well as replicability, in light of the importance of “AI and a means,” for operational purposes and to inform the planning and delivery of instruction and enrichment of student engagement

Cautions and common missteps

- Avoid “tool-first” pilots without data boundaries and identification of purpose/use
- Not identifying exit plans for possible acute and chronic instances requiring the immediate cessation of implementation
- Valuing meeting timelines over learning about coherence and scaling can result in lack of common understandings and, likely, inconsistent implementation necessary and upon which future refinements are grounded
- Assuming all educators share common understandings and access to/support for devices, translation needs, and disability accommodations will result in harm—to students, those charged in their care, and for the larger objectives of implementation

P-12 quick-start checklist

- Form a cross-functional AI governance team and develop proposal process
- Run a readiness checklist (see Appendix: Readiness Resources) to identify gaps and then individuals/teams to tend to the identified gaps

- Develop resources and training tied to requirements and expectations in district AI policies, AUPs, and IUPs and operationalized in pilots
- Identify a small pilot cohort from submitted/evaluated proposals
- For each project, set a review cadence (e.g., every 4–6 weeks) and pre-define stop/scale triggers
- Develop and publicize any public-facing events as well as those instances in which the learnings of the cross-functional teams are shared and feedback opportunities available to those within and outside of the pilots and district

A district may also establish a student-led Artificial Intelligence Council as one form of bounded innovation space. In this context, the council is not merely an advisory structure or symbolic mechanism for “student voice.” Rather, it is a structured process through which a district may learn from students’ lived experiences with artificial intelligence within and outside of school and use that learning to clarify purpose, identify problems of practice, strengthen guidance, and refine implementation over time.⁸⁹ Framed in this way, the council fits within the broader logic of innovation zones in this guidance: it is bounded, intentional, linked to identifiable questions, supported by regular feedback loops, and oriented toward decisions about whether a particular practice should be clarified, expanded, revised, paused, or stopped.

The composition and operation of the council must be deliberate. Students should be selected in ways that allow different experiences, concerns, and perspectives to be represented, including students for whom artificial intelligence may function as support for access, translation, drafting, or confidence, as well as students who may experience it as pressure, confusion, surveillance, inequity, or diminished trust. The work of the council should ask students not only to describe preferences, but also to interpret differing perspectives, recognize competing interests, and consider what uses of artificial intelligence are fair, meaningful, and educationally sound for the larger school community. In this respect, the council supports both the healthy development of self and preparation for participation in shared civic life: students are asked to form judgment, exercise voice responsibly, and engage in shared inquiry about issues that affect others as well as themselves.

The council should commence by identifying a clearly bounded opportunity space. This space should be framed through input by district personnel **and** informed by student experiences with AI and the questions that emerge from these experiences. Broadly, topics may include those areas with which the district and students as students in a school and citizens participating in various communities are grappling.

More specifically:

- What constitutes informed use within a school district?
- How and in what ways can AI applications be vetted for possible use?
- How are problems of practice identified that may benefit from the integration of AI?
- How are students using generative artificial intelligence within and outside of school?
- How is artificial intelligence affecting trust between students and teachers?
- How is academic integrity and creativity understood in light of AI use?
- Where do students perceive benefit, pressure, inequity, or risk with AI?

Once a suite of questions is agreed upon, the district should determine the cadence of meetings, the expected products or recommendations, and the adults responsible for coordination and follow-up. The work should be connected to explicit communication routines and sharing of information.

The council's work should then move through recurring cycles of inquiry, interpretation, and recommendation. Students may gather input from peers, reflect on current and emergent uses of artificial intelligence, identify where district guidance is clear or unclear, and surface tensions that adults may not fully see. Those observations should be documented and translated into district-facing recommendations tied to concrete areas for action, such as clarifying expectations for disclosure, strengthening instructional supports, revising family communication, identifying where a pilot may be warranted, or recommending caution where risks appear insufficiently addressed. Recommendations emerging from the council should be presented by the council and reviewed by the relevant district team and, as appropriate, translated into revisions to guidance, communication, professional learning, pilot design, or district policy.

AI innovation spaces between P-12 and higher education

Partnerships between P-12 school districts and colleges/universities and/or schools within them can provide a useful opportunity to jointly explore how artificial intelligence may inform teaching, learning, professional learning, and district operations while also building local capacity and coherence over time. These relationships are strongest when they are rooted in a clearly identified problem of practice, shared purpose/use, and agreed-upon roles and responsibilities rather than a vague interest in "doing something with AI." A productive partnership should help the district answer a practical question, generate a usable artifact, and strengthen local understanding of what implementation would require if the work continues.

Common models

Research-Practice Partnership (RPP): A school district and institution of higher education co-design an approach to investigate a problem of practice identified by the P-12 district. Most often, the school district serves as "laboratory space" for implementation and the institution of higher education collects, and potentially, publishes findings from the implementation.

University-hosted lab/pre-college program: Students and/or teachers participate in structured AI learning experiences within specific content areas (e.g., student-generated "problems of practice" in areas such as mathematics or fine arts) supported through mentorship and public sharing of work at/through an institution of higher education (See Appendix: Student AI Challenges).

Curriculum + Professional Learning (PL) model: Programming for professional learning needs of a school district is developed and offered through an institution of higher education.

Co-development of tools in authentic classrooms: Researchers build and test AI-enabled supports with teachers as co-designers.

Tips for success

- Prior to launching any pilot, identify, ensure, and memorialize common understandings; goals; roles; guardrails, especially those for student data privacy/safety; sustain/stop criteria; deliverables;⁹⁰ timelines; costs, as applicable; and decision-making processes as part of a memorandum of understanding (MOU)
- Prior to launching any pilot, or upon execution of an MOU and prior to pilot or program implementation:
 - Ensure necessary data security and parent/care giver approvals that explicitly frame the rationale for the partnership (i.e., purpose/use); partners; roles; timelines for student engagement (e.g., as applicable, development of the AI, feedback during and subsequent to specific engagements, use of student produced materials, images, quotes); and the like
 - Execute all data-sharing agreements and obtain the necessary Institutional Review Board (IRB) approvals
- Plan for a translation phase where ownership of applicable materials (e.g., AI application(s), lessons, rubrics, PL modules) are “moved” from innovation space to the school district (this should also be clearly stated in an MOU)
- Align to the school-year calendar (quarters/semesters) when creating timelines to ensure necessary cadences for training, review/modification, and engagement of both P-12 and postsecondary personnel (and, as applicable, students)
- Utilize established AI literacy frameworks (i.e., competency frameworks) to ensure readiness and scope/sequence of curriculum is coherent and developmentally appropriate⁹¹

Cautions and common missteps

- Misaligned incentives and timelines (i.e., what each partner “receives” from the partnership—publishable research versus district-ready materials) due to lack of role clarity
- Ambiguity in or lack of attention to IRB/data agreements
- “Partnership fatigue” will likely result from unclear and/or too diffuse project scope and likely lead to lack of common understandings (and project failure)
- Inattention to the need for regular feedback loops that focus on both the project and, likely more importantly, the “health” of the partnership (e.g., sustainability and capacity within the current work and also in light of future possibilities)

P-12 higher education partnership quick start checklist

- Identify the “opportunity space” for the partnership and what each party hopes to benefit; possible consequences (both desired and unintended, “stop” criteria); cadence of projects; and outstanding questions that require clarity prior to the commencement of any work
- Upon agreement that partnership is viable and beneficial to both parties, define a joint problem of practice and outcomes of its investigation (i.e., products, inclusive of applications, reports, and the like) and all documentation necessary to formalize the partnership (e.g., data-share agreements, IRB consent, communication to respective communities)

AI innovation spaces between P-12 districts and for-profit companies or other organizations

While the relationship between a P-12 district and for-profit company or organization can accelerate access to tools, training, and real-world problem contexts, they also create the highest risk of missteps when data rights, use of student or district work for marketing purposes, and decision authority are unclear. Successful relationships are explicit about data security and ownership (e.g., what data is collected, who owns the data, and the scope and use of products); student and school protections; cost; cadence of and timelines for evaluation and needed refinements; stop and scaling criteria; and the like.

Common model and application pathways

Vendor pilot within district: Deployment of a platform developed by a company or organization for broad instructional or operational purposes within a P-12 district. It is necessary to ensure scope of and length for pilot (inclusive of all necessary guardrails—data share, contract(s), district permission form, points of contact, communications for parents/caregivers).

Two more common deliverable pathways are:

- **Credential pathway:** In this pathway, a module or credential structure is utilized to deliver specific professional learning (PL). PL could lead to a credential recognized for meeting requirements for professional license renewal or/and a subsequent endorsement tied to assignability.⁹² In addition to any “AI component” of this pathway, aspects such as mentoring and research, among others, may be part of the initial implementation or emerge on account of it. If these are identified as necessary, then the scope of the work that requires both parties must be explicitly described within relevant contracts and other documents that are required.
- **Studio/lab pathway:** Related, at least partially, to the “sandbox” approach identified previously, this pathway utilizes AI as a centerpiece to both test AI but through the specific application of “challenge problems” (i.e., problems of practice) emerging from the AI. This is in subtle distinction, albeit artificial, to the “within district” sandbox approach insofar as the direction of and scope for AI occurs initially from outside the P-12 district (i.e., the company or organization may approach a district) and support (capacity) is provided from the company or organization. Issues of capacity and sustainability, while important in both approaches, are differently approached in light of who provides what and when (e.g., company supports equipment, mentors, or/and identification of challenge problems). Regardless, it is essential that the district retains instructional authority and ability to stop the work when issues of student safety or data privacy are identified during implementation.

For either model, it is common for a company to want to “field test” an application for purchase by a P-12 district and, prior to doing so, conduct a beta test. However, there are instances in which a research organization funded in whole or part by federal and philanthropic grants and/or funding may wish to test an application and require a P-12 school, classroom, content area, or grade band to meet approved deliverables of the grant. While caution and clarity are necessary in both instances, in the case of the latter, the scope of deliverables are often, but not always, part of a grant application prior to the identification of P-12 district. Thus, a district ought to be especially cautious in these instances (See Appendix: School District Vendor Relationship Examples for specific examples of well-curated programming).

Districts must also be cognizant regarding current opportunity, future potential use, and procurement requirements (e.g., scope and timeline) that may result as part of the initial or subsequent work (i.e., the district should think carefully about capacity of sustainability in light of the approved grant scope of work).

Tips for success

- As applicable, prior to any formal engagement with outside companies or organizations, identify the scope of ask and expected deliverables; timelines for and in anticipation of procurement-alignment of purpose/use and limitations; relevant requirements (e.g., data rights and retention policies, training on scope of roles and use of the resources, auditability, accessibility, sustain/stop criteria); and continuity plans to avoid unnecessary dependency after the pilot/grant is complete
- Ensure the development of and communication for a variety of audiences impacted by the relationship, specifically the rationale for the partnership; its scope; how it aligns with the mission, vision, and goals for the district; and how it benefits educators and students (e.g., how the AI application will inform instructional planning and delivery and enrich student experience)
- Keep instructional authority decision-making with the district and its educators; require transparent documentation for any AI-generated learning resources (e.g., the scope and form of resources, timeline for production, expectation for how these will be used/shared by the district and the for-profit company and organization)⁹³
- Select offerings designed for educational/P-12 environments in light of specific district needs and alignment to the current mission, vision, and goals to avoid the need for and likelihood of “fuzzy customization”
- Ensure that those using the AI can access vendor-provided professional learning on the specific product as well as offerings focusing upon broader AI topics (e.g., general information on AI, ethics of use, and impact of for individuals and larger society)

Cautions and common missteps

- Be wary of “free” pilots as they can result in unanticipated costs, dependency on one platform, and the like
- Ambiguous data rights and retention policies: The scope of and clarity in roles for the relationship between the provider and the school district must be negotiated and memorialized through the contracting and other agreements (e.g., data share, MOU, and the like) as well as specific approaches to project management of the work. While this could be looked at as “one more thing,” the curation and oversight of these relationships requires time and resources on the part of both the school district and the outside organization. If either lacks capacity to support the pilot, it is best not to formalize an agreement.

Unified rubric: Intake → Pilot → Scale decisions

Regardless of approach to innovation zone (e.g., with district, district and IHE partnership, district and for-profit or other organization relationship), below is a rubric that provides a general frame of suggested considerations targeting those areas in which a district must be cognizant when engaging in innovation zones. Its purpose is to provide a framework that allows a district to determine—prior to investing time and other resources—if the time is right to engage in innovation zone work based on its current capacity and needs.

Dimension	Key questions	Minimum evidence/ artifacts	Exit ramp triggers
Instructional value	What student/teacher problem does this solve? What is the baseline without AI?	Use-case statement; baseline workflow map; success metrics (time, quality, learning evidence)	Stop if use case is vague or duplicative; scale if metrics improve and teachers endorse
Equity & accessibility	Who benefits? Who is excluded? How will accessibility needs be met?	Equity impact analysis; accessibility review (WCAG-aligned); accommodations plan	Stop if access is uneven without mitigation; scale if access and supports are demonstrably in place
Data governance & privacy	What data is used? Is student PII involved? How is retention handled?	Data-flow diagram; data classification; retention/deletion commitments; vendor terms review	Stop if data rights are unclear or too broad; scale if rights are bounded and auditable
Security & identity	How is authentication handled? Are logs available? Can admins manage access/roles?	SSO/role plan; logging/monitoring plan; incident response alignment	Stop if accounts/logging are unmanaged; scale if controls are enterprise-grade and tested
Trustworthiness & safety	What are the plausible harms (misinformation, bias, unsafe outputs)? What mitigations exist?	Risk register; red-team test results; human-in-the-loop safeguards; student verification routines	Stop if high-risk harms are unmitigated; scale if risk residual is acceptable and monitored
Implementation capacity	Who owns it? What PD/coaching exists? What's the support model?	RACI; PD plan; coaching schedule; communications plan for families; budget/sustainability plan	Stop if no owner/support; scale if capacity is funded and routinized
Evaluation & learning	What evidence will be collected? How will we decide to continue or stop?	Evaluation plan; artifacts list; review cadence; decision memo template	Stop if no decision rules; scale if evidence supports and risks remain controlled

AI for Policy II – District Policy, Governance, and Accountability

Summary

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** Familiarity of relevant AI concepts as used in P-20 settings is important in contextualizing the history of federal and state laws tied to data privacy generally and those data privacy issues unique to educational settings. This is especially important with AI due to the speed in which development is and will likely continue.
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** District AI policies and guidance emerge within a constellation that includes federal and state regulation focused upon privacy, confidentiality, and public records. Most of these laws were written before modern cloud services, social media, or AI. However, the core ideas—protecting student information, limiting disclosure, maintaining accurate records, and ensuring transparency—carry over into today’s AI decisions.
- **Artificial intelligence is a means to inform teaching and learning.** Due to the rapid development of AI outside of educational settings, and to best ensure that its potential is implemented in ways that inform instructional planning and delivery and enrich student experience, issues of data security and student safety are paramount.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** Due to the rapid development of AI outside of educational settings, and to best ensure that its potential is implemented in responsible ways within educational settings, the development of three related policies, at minimum and in consultation with district legal counsel, are needed: an AI district-wide policy, an Authorized Use Policy, and Informed Policy.

Note: The guidance uses “informed use” rather than “responsible use” save if a district or other organization uses the term “responsible use” in a referenced document. The distinction is an extension of the degree to which artificial intelligence is used safely or appropriately to include if its use is educationally warranted, developmentally appropriate, and grounded in the specific purposes of schooling.

- The tenets make that distinction important. If teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school, then AI use cannot be judged apart from context, learner need, and the professional judgment of educators. If schools serve academic, developmental, and civic purposes concurrently, then the standard for use must extend beyond compliance or rule-following to include whether a use supports student learning, healthy development, and preparation for participation in shared civic life.

- “Informed use” also better reflects the guidance’s view that artificial intelligence is a means to inform teaching and learning rather than an end in itself. “Responsible use” is valuable, but it can be read too narrowly, as though the task is simply to avoid harm, follow rules, or use tools with caution. “Informed use” requires something more deliberate: understanding what the tool is being used for, what it can and cannot do, what risks or tradeoffs it introduces, what should remain human, and why local educators must oversee implementation in order to determine whether the use fits the instructional, developmental, and community context. In that sense, informed use names both the judgment and the conditions the guidance seeks to cultivate.

District AI policies and guidance sit on decades of regulation focused upon privacy, confidentiality, and public records. Most of these laws were written before modern cloud services, social media, or AI. However, the core ideas—protecting student information, limiting disclosure, maintaining accurate records, and ensuring transparency—carry over into today’s AI decisions. This section will share relevant federal and state privacy laws; highlight the differences between a district-wide AI policy, an Authorized Use Policy, and an Informed use Policy, and why each is necessary; and provide links to exemplars that can support the development of local policies needed in Illinois districts.

Within Illinois and beginning in the late 1950s, Illinois’ State Records Act (1957, 5 ILCS 160) and Local Records Act (1961, 50 ILCS 205) established baseline expectations for how public entities create, keep, and dispose of records. For school districts, as work moved from paper to email to cloud platforms—and now to AI-assisted drafting and chat logs—these statutes remain the backdrop for retention schedules, appropriate disposal, and defensible recordkeeping.

Early federal privacy statutes introduced principles that still guide district practice. The Fair Credit Reporting Act (FCRA, 1970) emphasized data accuracy and an individual’s right to correct information used in decisions affecting them. The Privacy Act of 1974 established fair information practice expectations for government-held data. In education, the Family Educational Rights and Privacy Act (FERPA, 1974) anchored student education record protections—access, amendment, and limits on disclosure. These early laws matter for AI as AI systems create new derived information and can be mistakenly treated as “verdicts” rather than supports for decision-making. So too, as AI uses the information available for its outputs, accuracy of data is essential to avoid inaccuracies and hallucinations.

The Illinois School Student Records Act (ISSRA, 1975, 105 ILCS 10) complements FERPA by defining student records responsibilities in Illinois contexts. Together, FERPA and ISSRA set expectations that student records are handled with care, disclosures are limited and purposeful, and families have rights to access and request corrections. When AI tools touch student information—directly or indirectly—districts should treat those tools as operating inside this student-records environment.

Some information categories heightened protections. Illinois’ Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA, 1979, 740 ILCS 110) underscores strict handling of mental health information. Health Insurance Portability and Protection Act (HIPAA) privacy and security rules (1996–2003) shaped modern expectations for protecting health data where applicable. For districts, these frameworks reinforce a practical rule: avoid using AI tools in ways that collect, infer, or store sensitive health or mental health information unless the district possesses clear legal authority, safeguards, and sustained capacity to manage risks.

Illinois' Freedom of Information Act (FOIA, 1984, 5 ILCS 140) reflects the public's right to understand how government entities operate. As districts increasingly use digital systems (and now AI) to create documents, messages, and decisions, FOIA and records laws raise practical questions: what is retained, for how long, where it is stored, how quickly it can be retrieved, and what exemptions may apply. AI use does not remove public accountability, yet it can increase the volume and complexity of records. That this is the case means that districts must manage its records with even greater care.

As the internet became part of daily life, laws such as the Children's Online Privacy Protection Act (COPPA, 1998) and the Gramm-Leach-Bliley Act (GLBA, 1999) elevated expectations for protecting children's online information and strengthening security controls in vendor-managed environments. Illinois' Personal Information Protection Act (PIPA, 2005-2020, 815 ILCS 530) and Identity Protection Act (IPA, 2010, 5 ILCS 179) further emphasized safeguarding personal information and who "owns" this information. This matters for AI because many AI tools are cloud-based, rely on vendor infrastructure, and can expand the number of systems where personal information is stored or processed.

Illinois' Internet Safety Instruction requirement (105 ILCS 5/27-410, formerly 27-13.3) reflects an evolution from "keep students away from risky tools" to "teach students how to use technology safely" (See Appendix: Federal and Illinois Privacy and Data Security Laws). In today's environment, that instruction increasingly intersects with social media dynamics and AI-enabled content creation. District guidance can treat AI as part of broader digital citizenship: safety, privacy, integrity, and responsible participation.

Illinois' Student Online Personal Protection Act (SOPPA, 105 ILCS 85) responded to widespread edtech and cloud adoption by setting concrete expectations for vendor relationships and student data protections. In practical terms, SOPPA reinforces that district should not rely on informal or "free" tools without clear agreements, safeguards, and district oversight (i.e., who "owns" outputs produced by AI, and the like). For AI tools, this is often the most immediate day-to-day driver of approvals, contracts, and required security/privacy terms.

Taken together, these laws form a layered foundation:

- Protect student records and limit disclosure
- Treat sensitive information with heightened confidentiality
- Maintain transparency and proper records management
- Ensure vendor-managed services meet security and privacy expectations

District AI policy work operationalizes these foundations through three coordinated instruments: the district-wide AI policy (governance and guardrails), an authorized use policy (approval conditions and limits), and an informed use policy (day-to-day practice and expectations).

For a tabular summary of federal and state laws, see Appendix: Federal and Illinois Data Security/Privacy Laws.

Components of Strong Policies: District-wide, Authorized Use, and Informed Use

The information provided in previous sections serves as a foundation to support the creation of common understandings of purpose. By extension, this foundation and clarity of purpose should inform the "first pass" assessment of whether an AI application, regardless of perceived potential, is a "good fit" for instructional and/or operational uses.

This part of “AI for Policy II” extends this through the development of AI policies inclusive of authorized use and informed use policies. These are related notions but also serve at subtly different “levels of magnification.”

As districts are asked to innovate using AI in support of teaching and learning, there is a need to also protect students and staff and sustain public trust through clear, explainable decisions about what is permitted, under what conditions, and why.

To reiterate, balancing the instructional benefits of AI (or any educational technology or curricular program) must also include operational concerns including protecting student privacy—bias, transparency, and risk assessment and management. The protecting of student privacy requires a series of district policies, authorized uses policies, and informed use policies. These policies ensure clarity on expectations on authorized use inclusive of repeatable routines, defined roles, documented evidence expectations, and, maybe of most importance, a monitoring cycle that continues after adoption to refine, as needed, those policies adopted.

Various guidance documents from the federal government and national organizations share principles and recommendations to support districts in AI policy development so what is available for use is on account of the thoughtful selection of AI to inform instruction and enrich student engagement. Federal education guidance suggests the importance of shared understanding and local policy development so that districts can realize educational benefits while managing predictable risks.⁹⁴ So too, the National Institute of Standards and Technology’s AI Risk Management Framework (AI RMF)⁹⁵ and its Generative AI Profile⁹⁶ provide framework and terminology that is likely important as a district engages in policy development.

Generally, AI policy is for system-level governance and safeguards, the AUP for permissions and minimum conditions of access, and the IUP for shared norms and accountability and instruction for the competencies needed to comply.⁹⁷

The goal in sharing what follows is not to outsource decisions that a district can “cut and paste into a policy and adopt.” Rather, it is to ground local decision-making in recognized practices, communicate decisions in plain language that comports with federal laws, as well as capture the unique needs of a district while also considering capacity and sustainability (See: Appendix: AI Concepts: District Next Steps [AI Policy, AUP, IUP] for suggested connections between central concepts in AI and AI Policy, AUP, and IUP).

District Policies for AI

What follows is a description of each policy, rationale for its necessity, and questions surrounding the need for concurrent consideration of capacity and sustainability. Then, suggested categories and minimum components are presented (Table 8: Categories and Components).

The suggestions are not legal advice. As in the development of any policy within a P-12 public school district, a district should consult with its legal counsel.

District AI Policy (District governance: oversight, procurement, risk, accountability)⁹⁸

The district AI policy is the district's governance instrument: it establishes decision rights, approval gates, risk-tiering, lifecycle oversight, and vendor/procurement expectations for AI used for instruction and operations. It should align to statewide AI guidance requirements (where applicable), student data privacy/records law, public records/retention obligations, and nondiscrimination/accessibility obligations.

- District AI policy minimums (governance and safeguards): define AI scope/definitions; establish approval/procurement requirements and vendor controls for edtech/AI systems; set privacy/security requirements for data sharing, retention, and breach response; require human review for consequential decisions; and require monitoring, evaluation, and incident reporting
- District AI policy transparency and accountability: specify recordkeeping expectations for approvals, evaluations, and contracts (including public transparency obligations and retention schedules as applicable)
- Civil rights and disability access: require evaluation for discriminatory impact and accessibility barriers; ensure accommodations and equal access for students with disabilities and protected classes when AI tools are used in instruction or services. Artificial intelligence systems should not independently determine special education eligibility, student discipline outcomes, teacher evaluations, hiring decisions, or other high-stakes determinations without documented human review and district accountability processes

Rationale for necessity (why the district AI policy must exist as its own instrument):

- **Governance is required to make AI use auditable and consistent district-wide** (who can approve, what evidence is required, and what monitoring must occur), rather than relying on ad hoc building-by-building decisions.
- **Procurement and vendor controls must be centralized** to ensure student-data protections and enforceable operator obligations (including data-use limits, retention/deletion, and breach response expectations).
- **Public-sector transparency and records obligations attach to AI-related approvals and documentation** (contracts, evaluations, and decision records), which requires an explicit governance framework for retention and lawful disclosure/exemptions.
- **Civil rights and accessibility obligations require proactive evaluation and mitigation** when AI influences services or decisions, particularly where disparate impact or accessibility barriers may arise.
- **Statewide expectations for AI guidance make it necessary to codify district practice** in a formal policy framework rather than leaving AI use to informal norms.

Capacity and sustainability

- What district outcomes are we willing to fund and staff for two to three years (not just one semester)? What outcomes are not resourced and therefore should not be promised?
- What decisions must remain human-led regardless of tool performance (e.g., grading, placement, discipline, special education determinations, staff evaluation)?
- What is the governance operating model (who approves, who monitors, who can pause use, and how quickly)?
- What is our minimum support model to avoid fragile dependency on single champions (coverage for PD, onboarding, troubleshooting, incident response)?
- What is our change-management rule when tools/models change mid-year (re-approval triggers, re-training triggers, communication triggers)?
- What is the district's sustainability threshold for scaling (minimum staffing, minimum budget line, minimum infrastructure readiness)?

Acceptable Use Policy

The AUP is the district's permission structure: what users may access, under what conditions, and what must be true before a tool can be used (approved accounts, age/grade restrictions, supervision, and data-handling rules).

- **AUP minimums for AI:** use district-approved tools when student data/work is involved; do not enter identifiable student information into public tools; treat AI output as a draft/hypothesis requiring verification
- **AUP enforcement:** prohibited uses (cheating, harassment, impersonation/deepfakes to harm, bypassing controls), reporting routes, and graduated consequences

Rationale for necessity (why the AUP must exist as its own instrument):

- **The AUP is the enforceable access/permission layer** that translates legal and operational requirements into "who can access what, under what conditions," including supervision and account controls needed for student-facing tools.
- **It reduces privacy and student-record risk at the point of use** by setting clear rules about what users may enter into tools (especially when student work or identifiable information is involved).
- **It anchors network/device compliance obligations** (e.g., filtering/internet safety conditions tied to district networks and E-rate participation).
- **It establishes consistent enforcement expectations** (prohibited behaviors, reporting routes, and consequences) so misuse is addressed fairly and predictably across schools.

Capacity and sustainability

- What must be true before a tool/use is approved (training completion, vendor terms, access controls, logging, support readiness)?
- What is the minimum viable implementation package required before staff can use it (job aids, guardrails, routines, escalation path)?
- What is the total cost of ownership over three years (licenses, integration, devices/network, staff time, PD, evaluation, contract management)?
- What pilot evidence is required to scale (impact, equity checks, error rates, user workload, support ticket trends)?
- What are the non-negotiable exit requirements (data export, deletion, alternative workflow, communications if the tool ends)?
- What capacity constraints convert high potential into not yet (e.g., insufficient coaching, insufficient help desk capacity, no sustainable funding line)?

Informed Use Policy

The IUP is the district's norms-and-conduct document: how users are expected to exercise judgment (not just comply with technical rules), including honesty/disclosure, safety, respect, and accountability for outcomes when AI is used.

- **IUP minimums for AI:** disclose meaningful AI assistance when required; do not use AI to impersonate, humiliate, or deceive; cite sources and verify factual claims; follow teacher/district boundaries for assessment and collaboration
- **"Trust-but-verify" norm:** humans remain accountable; students must be able to explain and defend work with non-AI evidence; staff must corroborate AI-supported decisions with appropriate professional judgment and district-approved evidence

Rationale for necessity (why the IUP must exist as its own instrument):

- **Rules alone do not create safe practice; behavior norms are required** to prevent predictable misuse (deception, impersonation, harassment, and harmful deepfakes) that can occur even when access is technically permitted.
- **The IUP explicitly protects students' civil rights and inclusion in daily use** by establishing expectations that reduce discriminatory conduct and ensure respectful participation—particularly critical where AI can amplify bias or harassment.
- **It supports instructional integrity** by setting expectations for disclosure, verification, and source integrity—especially important where AI can fabricate content or citations and blur authorship.
- **It operationalizes internet safety education and well-being expectations** by making clear what responsible online/AI behavior looks like and how to report concerns.

Capacity and sustainability

- What are the simplest, sustainable rules staff and students can follow consistently (what can/cannot be entered; when verification is required; when AI cannot be used)?
- What verification steps are required for common tasks—and are they realistic during the school day? If not, how must the use be narrowed?
- How do we prevent pilot drift (informal practices spreading faster than training/support) and policy drift (rules ignored because they are impractical)?
- What is the expected documentation trail (what must be recorded, where, and for how long) without creating unmanageable burden?
- What are early warning indicators that capacity is failing (ticket volume, inconsistent practice, incidents, staff confusion), and what is the pause rule?
- How will we support onboarding and turnover so informed use does not depend on a small number of experts?

Table 8: Categories and Components⁹⁹

Dimension¹⁰⁰	District AI Policy	Authorized Use Policy (AI-specific)	Informed Use Policy/ Agreement (IUP)
Purpose statement	Governance: decision rights, approvals, risk management, and lifecycle oversight for AI	Authorization: who may use which AI tools for which tasks, with which data, under which safeguards	Norms/behavior: ethical, safe, and accountable AI use; integrity; disclosure; verification
Scope & applicability	District-wide: instructional and operational AI; vendors and pilots; cross-department	Role-based: staff, students, contractors; district accounts/networks; district data on any device	Students and/or staff; schoolwork and district work; on-campus and online school-related behavior
Definitions (minimum)	AI, GenAI, ML; automated decision system; high-impact decision; vendor/operator; education record; PII; biometric (if applicable)	Approved tool; authorized user; student-facing; public tool; assessment use; disclosure (when required)	Meaningful AI assistance; verification; misinformation; impersonation/deepfake; harassment; privacy-respecting behavior
Non-negotiables	Privacy/records compliance; human review for consequential decisions; equity and accessibility; vendor due diligence; records management; incident response	Approved tools for student data; no identifiable student info in public tools; human review before high-impact uses; COPPA/CIPA/PPRA as applicable	Honesty/disclosure where required; no harassment/impersonation; verify facts; protect privacy; respect civil rights/disability rights
Governance & roles	AI review function; accountable owners; approval workflow; inventory; re-approval cadence	Tool approval process; role permissions; escalation for exceptions and violations	Shared expectations; how norms are taught and reinforced; reporting channels
Risk tiering/high-impact triggers	Define tiers and required controls; elevate surveillance/monitoring, biometrics, and high-stakes decision influences	Restrict higher-risk uses to explicitly approved tools and documented controls	Explicit norms: do not treat AI as a verdict; report harmful or biased output; seek adult help for high-stakes situations

Dimension	District AI Policy	Authorized Use Policy (AI-specific)	Informed Use Policy/ Agreement (IUP)
Vendor/ procurement controls	SOPPA-aligned contracting; data use limits; retention; auditability; breach response alignment	Only approved vendors/ tools for student data; enforce contractual compliance in use	User behavior does not substitute for vendor controls; IUP reinforces safe choices and reporting
Data handling	District data governance: classification, retention, incident response; coordination with records law	Concrete do/do-not rules for data entry, sharing, retention, and storage locations	User-level privacy expectations (do not share personal info; ask before uploading others' work/data)
Allowed uses/ prohibited uses	Sets categories and approval gates; may require board/admin approval for high-impact categories	Role-based allow list and explicit prohibited uses (e.g., automated discipline without safeguards; harmful deepfakes)	Norms against deception/ harm; integrity rules; restorative responses for misuse
Transparency & records	Public transparency and retention expectations for approvals and AI-related documentation	Disclosure requirements (where applicable) and documentation for higher-risk uses	Plain-language expectations for users and families; when to disclose and how to be honest
Enforcement & review cadence	Periodic policy review; monitoring and incident reporting; continuous improvement	Reporting routes and graduated consequences aligned to code of conduct/HR; periodic review	Consequences and restorative practices; reinforcement through instruction; periodic review

Model Templates and Drafting Resources – District AI Policy, AUP, and IUP

This section identifies publicly accessible model templates and exemplar policies from state education agencies, national education organizations, and public school districts that Illinois school districts can use as starting points for local drafting, stakeholder review, legal/compliance checks, and board adoption processes.

The resources are organized into three common district artifacts: (1) district-wide AI policy (governance/board level), (2) acceptable/authorized use policy (AUP) updates or AI addenda, and (3) informed use policy (IUP) models.

How to use the templates:

- **District-wide AI Policy (Board/Governance Level):** establishes purpose, scope, roles, tool approval expectations, oversight, review cadence, and alignment to existing policies (technology use, academic integrity, privacy, procurement, staff conduct, and student discipline)
- **Acceptable/Authorized Use Policy (AUP) update or AI addendum (rules for access/use):** clarifies what uses are permitted, prohibited, and conditional (e.g., approved tools, disclosure expectations, data entry restrictions, monitoring, and consequences for misuse)
- **Informed Use Policy (IUP) (behavioral expectations and digital citizenship framing):** defines expected behaviors and responsibilities for students and staff, emphasizing safety, privacy, respect, academic integrity, and human-in-the-loop review of AI outputs

Implementation note: Districts should ensure AI language is consistent with existing technology use, privacy, academic integrity, instructional materials, employee conduct, and procurement/vendor review processes. So too, these policies are shared as points of reflection to assist Illinois school districts in identifying or refining local needs that are required or benefit from memorialization in a policy and related practices.

District-wide AI policy development examples

- [Oklahoma State Department of Education \(OSDE\) – Model Board Policy: Artificial Intelligence \(AI\) Use in Schools \(downloadable template\)](#). Use for a board policy structure with definitions, scope, roles, guardrails, and implementation expectations.
- [National Education Association \(NEA\) – Sample school board policy on AI issues](#). Use for board-facing model language emphasizing ethical, equitable, and effective integration.
- [Washington Office of Superintendent of Public Instruction \(WA OSPI\) – “Human-Centered AI Guidance for K-12 Public Schools” \(includes policy components\)](#). Use for a human-centered governance frame and policy components (including acceptable use policy elements).
- [WA OSPI – “Implementing AI: A Practical Guide for the Classroom” \(implementation companion\)](#). Use for practical implementation considerations districts can translate into procedures and guidance.
- [Utah State Board of Education – Artificial Intelligence Framework for Utah P-12 Education](#). Use for a state framework approach that districts can localize into governance language and role clarity.
- [Wyoming Department of Education – Guidance for AI Policy Development](#). Use for stepwise policy development guidance supporting local drafting and stakeholder engagement.
- [TeachAI – AI Guidance for Schools Toolkit: “Guidance on the Use of AI in Our Schools.”](#) Use for sample district guidance aligned to principles and operational steps.

- [CoSN \(Consortium for School Networking\) and Council of the Great City Schools \(CGCS\) – “K-12 Generative AI Readiness Checklist Questionnaire” \(planning support\)](#). Use to structure sequence and readiness checks across governance, data, security, legal/risk, and AI literacy.

Acceptable/authorized use policies (AUP) – AI-specific addenda and model AI plans

- [TeachAI – “Considerations for Existing Policies” \(sample add-in language\)](#). Use for inserting AI-specific clauses into existing AUP/IUP, academic integrity, privacy, and student support policies.
- [Oregon Department of Education – “Developing Policy and Protocols for the Use of Generative AI in K-12 Classrooms.”](#) Use for policy/protocol development steps that districts can convert into AUP rules, staff guidance, and classroom procedures.
- [Michigan Virtual – “Sample Guidance on Staff Use of Generative AI for K-12 School Districts.”](#) Use for staff-facing authorized-use guidance, including data entry restrictions and operational best practices.
- [West Virginia Department of Education – AI guidance \(includes addenda-to-policy recommendations\)](#). Use for state guidance that explicitly recommends districts create guidance or addendums to existing policies, including informed use, privacy, and academic integrity.
- [Public school district exemplar – East Newark Public School \(New Jersey\): Generative AI Acceptable Use Plan](#). Use for a district “AI acceptable use plan” format connecting board policy to practical guidance and rules.
- [Public school district exemplar – Englewood Public School District \(New Jersey\): Acceptable Use of Generative AI Plan](#). Use for a board-ready plan layout with scope, instructional alignment language, and provisions districts can mirror.

Informed use policies (IUP) – public district models that explicitly reference AI

- [Renton School District \(Washington\) – Responsible Use Policy \(RUP\) \(public district model referencing AI\)](#). Use for a district RUP model that explicitly includes AI and aligns to a state guidance frame.
- [Olathe Public Schools \(Kansas\) – Staff Responsible Use Policy \(includes AI-related expectations\)](#). Use for staff-facing RUP language naming AI guardrails (e.g., no personally identifiable information in AI tools; bias awareness; use of approved tools).
- [Olathe Public Schools \(Kansas\) – Student Responsible Use Policy \(student-facing companion RUP\)](#). Use for student-facing RUP structure and age-appropriate expectations.
- [Los Angeles Unified School District \(California\) – Responsible Use Policy \(public PDF\)](#). Use for a large-district RUP format emphasizing compliance, security, and protections for sensitive information.
- [International Society for Technology in Education \(ISTE\) – Responsible use policy development guidance \(implementation-oriented best practices\)](#). Use for drafting and rollout tips (positive framing, differentiated versions by grade band, implementation strategies).
- [ISTE – Acceptable use/responsible use guide and related resources](#). Use for additional guidance on structuring acceptable/responsible use policies and communicating expectations.
- [ISTE – “Creating Effective Responsible Use Policies for Schools” \(PDF guide\)](#). Use for a printable, implementation-focused reference districts often cite during policy revision.

Suggestions for a local drafting sequence

- **Board policy (district-wide AI policy).** Start with OSDE’s model board policy template and localize definitions, roles, oversight procedures, and review cadence.
- **AUP update.** Insert TeachAI’s add-in language for approved tools, transparency/disclosure, and restrictions on entering sensitive information into AI tools; reinforce with staff guidance on data entry restrictions (e.g., Michigan Virtual).
- **RUP (staff and student).** Adapt Olathe’s staff/student RUP structure and explicitly add AI expectations (human review of outputs, privacy protections, bias awareness, and use of district-approved tools), using Renton as an additional public example of explicitly naming AI in the RUP scope.
- **Planning support.** Use the CoSN/CGCS readiness checklist to set a rollout sequence (training, communications, tool approval, and monitoring/review).

The next step in supporting the selection of AI applications to inform and enrich teaching and learning—while prioritizing teacher–student interactions—includes a focus on how digital citizenship and AI literacy can occur on a daily basis. In particular, interactions with content, sensitive to the developmental needs of the child, are part of a larger ecology in which the child develops self-awareness and awareness of others, along with healthy ways of integrating what they feel and how they express it.

AI Literacy and Digital Citizenship: Healthy Development and Informed Use of AI

Summary

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.**

Student well-being in the context of social media and AI emerges within nested systems of development that include relationships, routines, institutional policies, community conditions, cultural norms, and change over time.

Providing multiple means through which students can grapple with concerns, questions, and recommendations through facilitated conversations, as well as through reflection on their “real-time” use, is especially important.

Curation of AI applications must privilege student development and be grounded in a teacher’s local knowledge of the class and of individual students, including their interests, learning profile, and readiness level.

- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.**

Questions about social media, AI, and student well-being are not only matters of academic performance or technical use. They also involve the development of Self, confidence, competence, judgment, and participation in shared life with others.

Curation of AI applications should not be limited to content-specific learning alone but should also support the broader developmental purposes of schooling.

- **Artificial intelligence is a means to inform teaching and learning.**

AI applications must be curated in ways that privilege student development in light of individual development and as a participant in larger society and through content-specific learning.

- AI should not be treated as a stand-alone solution or as a neutral presence but as a tool whose educational value depends upon how it informs teaching, supports reflection, and contributes to healthy and holistic development.

- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.**

Student well-being in relation to social media and AI is shaped by relationships, routines, policy environments, community conditions, cultural norms, and change over time. Because of this, facilitated conversations, reflection on “real-time” use, and the teacher’s deliberate decisions based on local knowledge of students are essential.

- Decisions about AI use cannot be abstract or uniform. They must be made with attention to context, to the developmental needs of particular students, and to the educational purposes at hand. Informed use requires deliberate curation of applications, careful consideration of fitness for the occasion, and responsiveness to the interests, readiness level, and learning profile of the students actually present in the classroom.

Development as an Individual and Citizen – An Ecological Framework

The central purpose of this document is to provide guidance on how a district may capitalize on the potentials of AI while mitigating its potential negative effects and erosion of the student-teacher relationship that is central to teaching and learning. Apart from what a student likely needs to know, understand, and be able to do with technology, it is even more important that the child as a student is aware of the appropriate use of the technology and an understanding of ‘Self.’ Thus, this section benefits from a grounding in a recognized theory of development. For this, Bronfenbrenner’s Ecological Systems Theory of development is used. Teachers understand that all learning is social and emotional. In this section, Bronfenbrenner’s Ecological Systems Theory of development will ground the consideration of student learning and growth and consider ways that the use of AI can align with teachers’ efforts to foster social and emotional learning

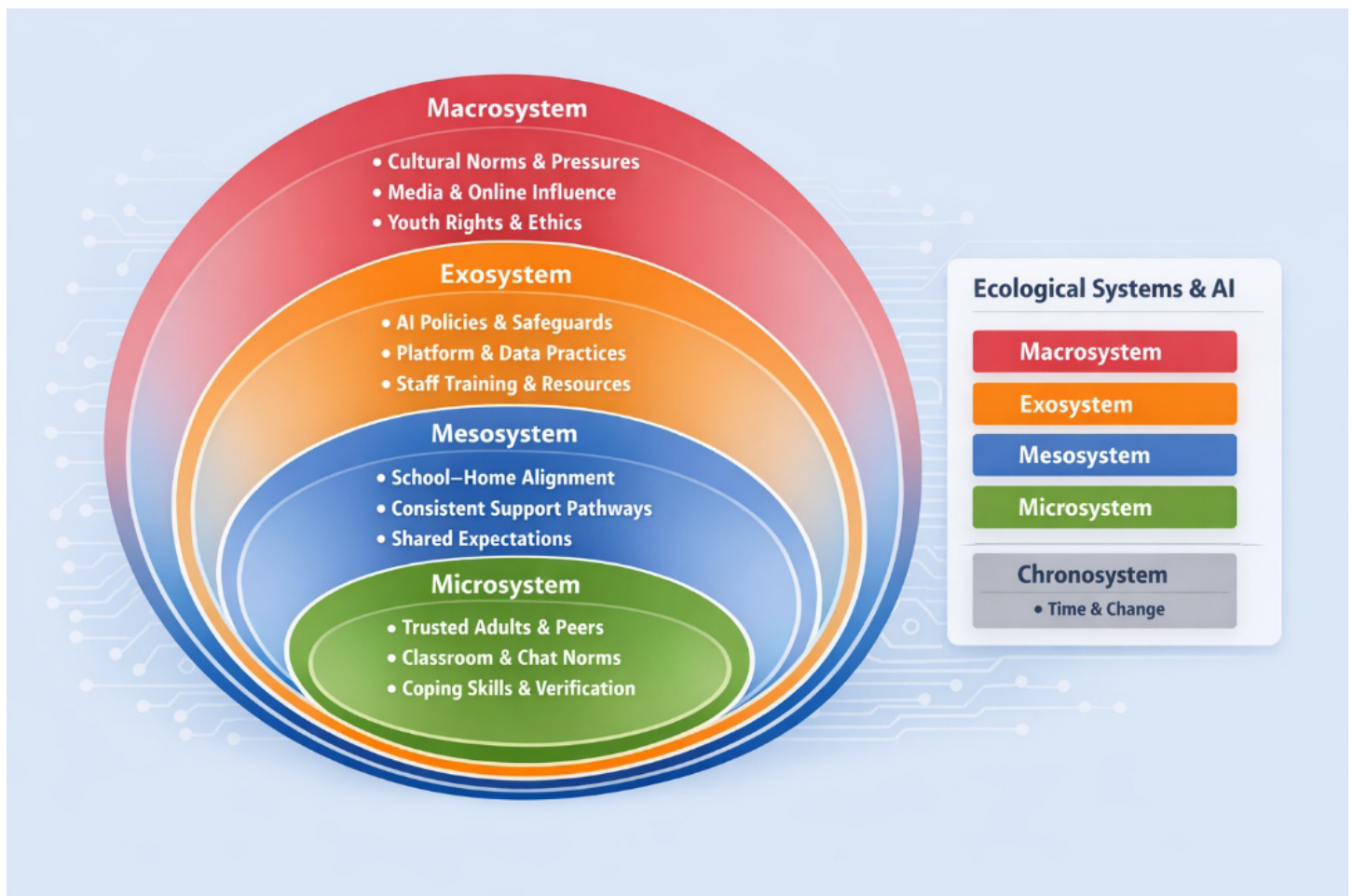
Bronfenbrenner’s Ecological Systems Theory explains human development as the product of dynamic, reciprocal deliberate interactions (i.e., “proximal processes”)¹⁰¹ between a developing person and a set of **nested environmental systems** that range from immediate, face-to-face settings (e.g., family, peers, classrooms) to the broader interconnections among those settings, to indirect contexts that shape daily life (e.g., workplace policies, community institutions), and finally to the cultural, economic, and political patterns that organize society; development is also shaped by change **over time** (life transitions and historical context).¹⁰² This framework shifts attention away from “the child as independent agent” toward the **conditions and relationships (i.e., child as citizen)** that make healthy development more or less likely, emphasizing that outcomes depend on how systems align (or conflict) and on the quality and consistency of everyday interactions and supports.¹⁰³

There are five interdependent systems (See Figure 4: Bronfenbrenner’s Ecological Systems Theory). The brief descriptions that follow are contextualized through the broad lens of digital literacy and digital citizenship.

- 1. Microsystem** – The child’s development over time is most directly shaped by their immediate settings and interactions with caregivers, teachers, peers, and immediate environments (e.g., classrooms, team rooms). Note, that in the current world, group chats and other means of interactions via social media and available applications constitute “interactions.” This suggests that students are supported in clarity on the use of AI/edtech as a support (not substitute for) human guidance, feedback, and emotional regulation coaching.
- 2. Mesosystem** – The student’s development is influenced by how settings, individuals, and particulars of experiences within each are interconnected (e.g., home and family caregivers, school and school personnel). The likelihood of healthy development over time is increased when use of AI in these settings is framed with consistency of and clarity about ethical use and appropriate expectations for using common language, shared reporting pathways, coherent norms for AI use expectations consistent across settings and that a student is able express and to reflect on how they are thinking and feeling about their ‘Self’ in light of these.
- 3. Exosystem** – these systems affect, albeit indirectly, the development of the child. The child is affected by decisions made in settings they do not control (e.g., local customs, district and school policies). It is essential that the adults with whom the child interacts prioritize the safety of the child ‘as a student’ and in concert with opportunities for engagement with AI that accentuate learning about content and reflect upon how experiences support or hinder development of ‘Self.’

- 4. Macrosystem** – the larger culture, norms, law, and values that ‘surround’ a child ‘as a’ citizen, student, and the like. Ensuring the child is aware of cultural norms and policy choices broadly and with the use of AI in particular frame what is considered acceptable, safe, and equitable is paramount. Moreover, opportunities for a child to reflect on they interpret their identity, belonging, and status through their different roles and the tools that are used within each is essential.
- 5. Chronosystem** – Development unfolds across time; the availability of and access to resources changes over time as do the interests, readiness level, and learning profile of the child (and eventually adult) ‘as a’ citizen, student, caregiver, and the like. While it is likely impossible to predict the precise changes to what resources are developed and how these are used, it is essential that a child ‘as a’ student is provided regular opportunities to engage upon how their view of ‘Self’ is affected by the unavoidable interactions with it through their work in the world. Use of and reflection upon AI is a powerful means of doing this.¹⁰⁴

Figure 4: Bronfenbrenner’s Ecological Systems Theory



The cases shared below are an attempt at providing a developmental progression that focus primarily upon a balance between use of AI as content and reflection upon this in light of developing selfhood.

Put differently, the goal for becoming familiar with AI and its appropriate place in the life and work of a child is through building skills and shows understandings of the norms through repeated practice and reflection on the “impact” of these over time on how a child “as a student” views their developing “Self.”

Development of a ‘Self’ and as a Citizen – Cases by Grade Band

Each grade band includes two teacher-led cases and two student-led cases (see Appendix: SEL Alignment for the 16 cases) as well as the standards and their alignment to each case. The overarching lens through which all cases should be filtered is to “what extent does the case support or limit the use of AI as a means to inform and enrich teaching and learning?”



PreK–Grade 2

Case 1 – PK-2 Teacher. “It keeps guessing wrong and now I’m mad.” (AI frustration and regulation)

During a literacy center rotation, the teacher uses a simple “picture-to-words” tool to help students label classroom objects. One student keeps getting wrong labels and starts crumpling their paper and pushing the tablet away.

Context:

The class is practicing naming feelings and using calm-down strategies. The teacher is also trying to introduce basic AI ideas in a safe way: “Sometimes computers ‘guess.’ Computers can produce ideas, but people must make check what is produced.”

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.1a; 1A.1b; 3B.1a
- CASEL competencies: Self-Awareness; Self-Management; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M1; B-SMS2; B-LS1

Suggested approaches to support implementation:

The teacher narrates emotions (“I see you’re frustrated”), pauses the tool, and uses a brief co-regulation routine. Then the teacher models: “The computer guessed. We check. We can fix it.” The student re-engages with adult support.

Avoid:

The teacher treats the output as correct (“the computer said it, so it’s right”), ignores escalating frustration, or uses the tool as a compliance lever (“do it or you lose centers”).

Facilitator/team questions:

Where is the “human check” built in? What quick regulation routines do staff use before technology becomes a trigger? How do we message that AI guesses are not verdicts?

Resources:

- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [AI4K12: Five Big Ideas in AI poster \(PDF\)](#) – Student-friendly AI concepts
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment
- [Sesame Workshop: Children’s Feelings resources](#) – Child-friendly routines for big feelings

Case 2 – PK-2 Teacher. “I used an AI story helper ... and the story got weird.” (Unexpected content)

A teacher tries a story generator to create a silly class book about classroom pets. The output includes a scary theme that is not developmentally appropriate. A student looks worried and another starts repeating the scary line.

Context:

The teacher wants creative support, but the class needs predictable, safe language. Students are still learning boundaries between pretend and real.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3A.1b; 1A.1a
- CASEL competencies: Responsible Decision-Making; Self-Management
- ASCA Mindsets & Behaviors: M1; B-SMS9; B-LS5

Suggested approaches to support implementation:

The teacher immediately stops, names the mismatch (“That part isn’t for our class”), replaces with a teacher-written line, and uses it as a simple AI literacy moment: “AI can make mistakes. Adults check first.”

Avoid:

The teacher reads it anyway because it is “funny” or “already printed,” or asks students to process scary material without adult scaffolding.

Facilitator/team questions:

What are the adult preview expectations for AI-generated content? What is our plan when content is off-task, scary, biased, or inappropriate?

Resources:

- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [CoSN/CGCS: K-12 Generative AI Readiness Checklist v1.2 \(PDF\)](#) – District AI governance and implementation planning tool
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment

Case 3 – PK-2 Student. Student-led: “Can we make a calm corner that actually works?” (Well-being routines)

Students notice that when someone is upset after tablet time, they often cry. A few students ask the teacher if the class can design a “calm corner” with picture cards and a timer.

Context:

Students are learning feelings vocabulary and routines. The team wants to normalize breaks as a skill, not a punishment.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.1b; 1C.1b; 2C.1b
- CASEL competencies: Self-Management; Relationship Skills
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SS3

Suggested approaches to support implementation:

The teacher supports students to choose a few simple options (breathing card, sensory tool, quiet book). The class practices when calm, not only during escalation. Adults track what works and adjust.

Avoid:

The calm corner becomes a time-out corner used only for misbehavior or is used without adult coaching so students feel isolated.

Facilitator/team questions:

How do we teach and practice regulation routines proactively? How do we prevent tech breaks from becoming shame-based?

Resources:

- [Sesame Workshop: Children’s Feelings resources](#) – Child-friendly routines for big feelings
- [Sesame Workshop: Emotional Well-Being resources \(ages 1+\)](#) – Short videos and activities for feelings and coping
- [CDC: Promoting Mental Health and Well-Being in Schools \(action guide, PDF\)](#) – Implementation strategies for school systems

Case 4 – P-K2 Student. Student-led: “Our class tech rules—what should they be?” (Norms and belonging)

A student says, “I don’t like when people laugh when I get the tablet wrong.” Another says, “It’s not fair when someone takes it.” The class proposes making simple, picture-based tech rules.

Context:

Students are building classroom community, taking turns, and learning empathy.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2A.1b; 2C.1b; 3A.1b
- CASEL competencies: Social Awareness; Relationship Skills; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M2; B-SS1; B-SMS1

Suggested approaches to support implementation:

The teacher facilitates co-creation of three to five rules (kind words, take turns, ask for help, stop when upset). The rules are practiced and reinforced with specific praise and consistent routines.

Avoid:

Adults dictate rules without student voice, only enforce rules after conflicts, or use rules to remove access without teaching replacement behaviors.

Facilitator/team questions:

How do we teach “helping language” when AI/tech frustrates someone? How do we reinforce belonging and reduce shame?

Resources:

- [American Academy of Pediatrics: Family Media Plan \(tool\)](#) – Family routine-building; screen-free zones and shared expectations
- [Common Sense Media: Digital Well-Being](#) – Family-friendly practices and routines
- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [CDC: Promoting Mental Health and Well-Being in Schools \(action guide, PDF\)](#) – Implementation strategies for school systems

Grades 3–5

Case 5 – Grade 3–5 Teacher. “The AI feedback made my writing worse.” (Confidence + verification)

A student uses an AI writing helper for feedback. The tool suggests big changes. The student follows them, and the writing becomes less clear. The student says, “I’m bad at writing. AI knows better.”

Context:

The teacher wants students to revise and build confidence, not outsource thinking. Students are beginning to compare themselves to others and to “smart tools.”

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.2b; 1C.2b; 3B.2a
- CASEL competencies: Self-Awareness; Self-Management; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M4; B-LS1; B-LS5; B-SMS5

Suggested approaches to support implementation:

The teacher reframes AI as a “suggestion machine.” Students must keep a “why I accepted/rejected” note for at least two AI suggestions. The teacher conferences and celebrates student voice and evidence.

Avoid:

AI feedback becomes the default rubric; students believe the tool is the authority; the teacher stops doing relationship-based writing conferences.

Facilitator/team questions:

What “trust but verify” routine do we teach? How do we protect student voice and self-efficacy when AI is present?

Resources:

- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [AI4K12: Five Big Ideas in AI poster \(PDF\)](#) – Student-friendly AI concepts
- [Code.org: AI and Machine Learning unit](#) – Structured lessons on AI and ML concepts
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment

Case 6 – Grade 3-5 Teacher. “A rumor started online—now it’s in our room.” (Social media spillover)

Overnight, a group chat spreads a rumor about a student. By morning, students are whispering and avoiding the student. The student says they feel sick and doesn’t want to come to school.

Context:

The school has digital citizenship lessons, but enforcement is inconsistent. Teachers want a clear way to respond that is restorative and protective.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2B.2a; 2D.2b; 3A.2a
- CASEL competencies: Social Awareness; Relationship Skills; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M2; B-SS4; B-SS5; B-SMS9

Suggested approaches to support implementation:

The teacher documents, involves student support staff, and uses a structured, age-appropriate response: stop harm, support targeted student, address bystander behavior, and teach “verify before share.”

Avoid:

Adults treat it as “kids being kids,” demand public apologies without repair work, or punish broadly without supporting the targeted student.

Facilitator/team questions:

What is our referral pathway? How do we teach bystander-to-upstander skills? What classroom norms reduce social media harm?

Resources:

- [U.S. Surgeon General’s Advisory: Social Media and Youth Mental Health \(PDF\)](#) – Stakeholder actions and evidence summary
- [APA: Health Advisory on Social Media Use in Adolescence \(PDF\)](#) – Evidence-informed recommendations and cautions
- [StopBullying.gov: Cyberbullying information](#) – Common tactics and response considerations
- [Common Sense Media: Digital Well-Being](#) – Family-friendly practices and routines

Case 7 – Grade 3–5 Student. Student-led: “We want a screen reset plan that doesn’t feel like punishment.”

Students say they feel “wired” after certain apps and have trouble focusing. They ask if the class can create a “screen reset” routine: stretch, water, and a quick check-in.

Context:

Students can name feelings and notice triggers. The goal is skill-building, not bans.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.2a; 1A.2b; 1C.2b
- CASEL competencies: Self-Management; Self-Awareness
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SMS8

Suggested approaches to support implementation:

The teacher co-designs a brief routine and tracks impact. Students learn to notice body cues, ask for help, and choose a regulation strategy.

Avoid:

Adults label students as “addicted” or shame them; the routine is used only as a consequence; no instruction occurs.

Facilitator/team questions:

What language keeps this supportive and non-stigmatizing? How do we connect routines to learning time and classroom climate?

Resources:

- [American Academy of Pediatrics: Family Media Plan \(tool\)](#) – Family routine-building; screen-free zones and shared expectations
- [Common Sense Media: Digital Well-Being](#) – Family-friendly practices and routines
- [CDC: Promoting Mental Health and Well-Being in Schools \(action guide, PDF\)](#) – Implementation strategies for school systems
- [U.S. Surgeon General’s Advisory: Social Media and Youth Mental Health \(PDF\)](#) – Stakeholder actions and evidence summary

Case 8 – Grade 3-5 Student. Student-led: “Our AI rules for schoolwork—what’s fair?”

Students notice some classmates use AI to finish assignments faster. Others feel it is cheating. The class asks for clear, fair rules: what is allowed and what is not.

Context:

Students are developing a stronger sense of fairness and need clarity and consistency.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3A.2b; 3B.2a; 2D.2b
- CASEL competencies: Responsible Decision-Making; Relationship Skills
- ASCA Mindsets & Behaviors: M3; B-SS5; B-LS9

Suggested approaches to support implementation:

The teacher distinguishes allowed supports (brainstorming, feedback) from not allowed (full answer substitution). Students practice citing where AI helped and what they changed.

Avoid:

Rules are vague or change by adult mood; students get punished for confusion; teachers rely only on detection tools.

Facilitator/team questions:

What does “help versus replace” look like in this grade band? What documentation is developmentally appropriate?

Resources:

- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [NEA: Sample School Board Policy on AI Issues](#) – Board-facing model policy language for AI
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment
- [CoSN/CGCS: K-12 Generative AI Readiness Checklist v1.2 \(PDF\)](#) – District AI governance and implementation planning tool

Grades 6–8

Case 9 – Grade 6–8 Teacher. “They’re using a chatbot at night for anxiety.” (AI + mental health boundaries)

A teacher overhears a student say they talk to a chatbot late at night when they feel anxious. The student says, “It understands me. It’s always there.” The student seems tired in class.

Context:

The school wants to support mental well-being and also set clear boundaries: AI is not a counselor. Staff need a consistent response path.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.3a; 1A.3b; 1B.3b
- CASEL competencies: Self-Management; Self-Awareness; Relationship Skills
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SS3

Suggested approaches to support implementation:

The teacher privately checks in, follows referral protocols, and connects the student to school support. Staff use plain language: chatbots can be helpful for coping prompts, but they are not a replacement for trusted adults or licensed help.

Avoid: Adults shame the student, confiscate devices without support, or ignore the signal. Staff unintentionally encourage the chatbot as a primary support.

Facilitator/team questions:

What is our help-seeking message? What is the referral pathway? What guardrails do we set for AI tools that mimic therapy?

Resources:

- [APA: Health Advisory on GenAI Chatbots & Wellness Apps for Mental Health \(PDF\)](#) – Best-practice cautions for AI mental health tools
- [988 Suicide & Crisis Lifeline](#) – 24/7 support pathway
- [NAMI: School resources](#) – Youth-friendly mental health resources
- [U.S. Department of Education: Supporting Child and Student SEB & Mental Health Needs \(PDF\)](#) – System-level guidance and examples
- [Safe2Help Illinois](#) – Illinois student-facing confidential help resource

Case 10 – Grade 6-8 Teacher. “AI feedback in grading—students think I don’t care.” (Trust + assessment)

A teacher uses an AI tool to draft comments on student work. Students start saying, “These comments aren’t even about me.” A student asks, “Did you even read it?”

Context:

Middle school students are sensitive to fairness and adult authenticity. Feedback affects motivation and belonging.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2C.3a; 2A.3b; 3B.3a
- CASEL competencies: Relationship Skills; Social Awareness; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M2; B-SS1; B-LS6

Suggested approaches to support implementation:

The teacher uses AI only for draft phrasing and always adds one specific, personal comment tied to the student’s work. The teacher explains the process transparently and invites students to request a conference.

Avoid:

The teacher posts generic AI comments at scale; students lose trust; feedback becomes a compliance transaction.

Facilitator/team questions:

What “human signal” must be present in assessment feedback? What transparency statement do we use with students?

Resources:

- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [CoSN/CGCS: K-12 Generative AI Readiness Checklist v1.2 \(PDF\)](#) – District AI governance and implementation planning tool
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment
- [NEA: Sample School Board Policy on AI Issues](#) – Board-facing model policy language for AI

Case 11 – Grade 6–8 Student. Student-led: “We want an AI reality-check club—misinformation is stressing us out.”

Students report feeling overwhelmed by content that spreads fast online: rumors, altered images, AI videos. They propose a club to teach peers how to check claims and calm down when spiraling.

Context:

Students want agency. Adults want safety and accuracy without turning it into surveillance.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3A.3b; 3B.3b; 2C.3b
- CASEL competencies: Responsible Decision-Making; Self-Management; Social Awareness
- ASCA Mindsets & Behaviors: B-LS1; B-LS5; B-SMS7

Suggested approaches to support implementation:

Students design quick routines: pause, verify, talk to an adult, and limit doom-scrolling. Staff sponsor the group and connect it to digital citizenship and SEL skills.

Avoid:

The club becomes a call-out group that shames peers; students share harmful content to “debunk” it; adults remove student voice.

Facilitator/team questions:

How do we teach verification without amplifying harm? What coping strategies accompany digital citizenship?

Resources:

- [AI4K12: Five Big Ideas in AI poster \(PDF\)](#) – Student-friendly AI concepts
- [Code.org: How AI Works \(video lesson series\)](#) – Video series with ethics and real-world uses
- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment

**Case 12 – Grade 6-8 Student. Student-led:
“Phones, group chats—I can’t escape school
drama.”**

A student says they get pinged all night by group chats. They feel pressure to respond immediately. They show up exhausted and irritated and say, “I can’t turn it off.”

Context:

Peer dynamics and belonging are intense in this band. Students need concrete boundary-setting skills and adult support.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2D.3b; 1A.3b; 2C.3a
- CASEL competencies: Relationship Skills; Self-Management
- ASCA Mindsets & Behaviors: M2; B-SMS2; B-SS8

**Suggested approaches to support
implementation:**

Students practice scripts for boundaries and learn sleep and notification strategies; adults establish consistent school norms about online conflict spillover and support pathways.

Avoid:

Adults respond only with bans; students hide use; no coping skills are taught; the targeted student is left alone.

Facilitator/team questions:

What practical boundary skills do we teach? How do we protect students who feel trapped by social pressure?

Resources:

- [APA: Health Advisory on Social Media Use in Adolescence \(PDF\)](#) – Evidence-informed recommendations and cautions
- [U.S. Surgeon General’s Advisory: Social Media and Youth Mental Health \(PDF\)](#) – Stakeholder actions and evidence summary
- [StopBullying.gov: Cyberbullying information](#) – Common tactics and response considerations
- [Common Sense Media: Digital Well-Being](#) – Family-friendly practices and routines
- [KidsHealth: Stress & Coping Center \(for teens\)](#) – Teen-friendly coping guidance

Grades 9–12

Case 13 – Grade 9–12 Teacher. “The chatbot gave harmful advice.” (AI limits + safety)

Context:

High school students may seek private support online. Schools need clear safety messaging and rapid response pathways.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.4a; 1A.4b; 3A.4a
- CASEL competencies: Self-Management; Relationship Skills; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M1; B-SMS9; B-SS3

Suggested approaches to support implementation:

The educator follows safety protocols immediately, connects the student to qualified support, documents appropriately, and reinforces the message: AI tools are not crisis supports; trusted adults and local resources are.

Avoid:

Adults debate whether the student “should have known better,” treat it as a tech issue only, or fail to escalate to support staff promptly.

Facilitator/team questions:

What is our crisis language? What is our immediate response protocol? How do we educate students about AI limits without fearmongering?

Resources:

- [APA: Health Advisory on GenAI Chatbots & Wellness Apps for Mental Health \(PDF\)](#) – Best-practice cautions for AI mental health tools
- [988 Suicide & Crisis Lifeline](#) – 24/7 support pathway
- [Safe2Help Illinois](#) – Illinois student-facing confidential help resource
- [U.S. Department of Education: Supporting Child and Student SEB & Mental Health Needs \(PDF\)](#) – System-level guidance and examples
- [NAMI: School resources](#) – Youth-friendly mental health resources

Case 14 – Grade 9-12 Teacher. “AI detection feels like surveillance.” (Trust, fairness, climate)

A teacher announces they will use AI detection. Students react strongly: “So you don’t trust us.” A student says they feel constantly watched and anxious about being falsely accused.

Context: Students are preparing for postsecondary environments where integrity matters, but they also need confidence in the “procedural fairness” and transparency of decision-making.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3A.4b; 3B.4a; 2C.4a
- CASEL competencies: Responsible Decision-Making; Relationship Skills; Social Awareness
- ASCA Mindsets & Behaviors: M2; B-SS5; B-LS9

Suggested approaches to support implementation:

The teacher emphasizes learning integrity and transparency, not punishment. The school uses evidence-based review processes, allows student explanation, and prioritizes teaching over “gotcha” enforcement.

Avoid:

Detection is treated as proof; students are accused without review; distrust escalates and mental well-being declines.

Facilitator/team questions:

What evidence is required before decisions?
What student voice and appeal pathway exists?
How do we keep relationships central?

Resources:

- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [CoSN/CGCS: K-12 Generative AI Readiness Checklist v1.2 \(PDF\)](#) – District AI governance and implementation planning tool
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Practical guidance emphasizing relationships and human judgment
- [NEA: Sample School Board Policy on AI Issues](#) – Board-facing model policy language for AI

Case 15 – Grade 9-12 Student. Student-led: “We want a campaign: AI can’t be your counselor.”

Students propose a peer campaign: posters, advisories, and short videos explaining when to talk to a person instead of an AI chatbot, and how to find help in the building.

Context:

Students respond to peers. The school wants accurate messaging and safe boundaries.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3C.4a; 2C.4a; 3B.4b
- CASEL competencies: Relationship Skills; Responsible Decision-Making; Social Awareness
- ASCA Mindsets & Behaviors: B-SS7; B-SS8; M2 Suggested approaches to support implementation:

Adults co-design with students, ensure messaging is trauma-informed, and include clear referral information and protective language. Students build a “help map” of trusted adults and services.

Avoid:

Campaign materials shame students for seeking help, overshare personal stories without safeguards, or provide unclear pathways.

Facilitator/team questions:

What safe messaging guidelines do we use?
How do we ensure the campaign increases help-seeking and reduces stigma?

Resources:

- [APA: Health Advisory on GenAI Chatbots & Wellness Apps for Mental Health \(PDF\)](#) – Best-practice cautions for AI mental health tools
- [988 Suicide & Crisis Lifeline](#) – 24/7 support pathway
- [Safe2Help Illinois](#) – Illinois student-facing confidential help resource
- [NAMI: School resources](#) – Youth-friendly mental health resources

Case 16 – Grade 9-12 Student. Student-led: “College pressure, AI shortcuts, and burnout.”

Students say they feel pressure to do everything: AP classes, activities, jobs. Some use AI to “keep up,” then feel guilty and more stressed. A student says, “I don’t know what’s mine anymore.”

Context:

Students need skills in balance, integrity, and identity. Adults need to reduce “pressure cooker” dynamics.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1C.4b; 1A.4b; 3B.4a
- CASEL competencies: Self-Management; Self-Awareness; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M4; B-SMS8; B-LS3

Suggested approaches to support implementation:

Students learn workload planning, healthy help-seeking, and clear academic integrity expectations for AI. Staff offer realistic supports and normalize asking for extensions or tutoring.

Avoid:

Adults respond only with punishment; students hide; stress and burnout increase; equity gaps widen.

Facilitator/team questions:

What supports reduce burnout? What is our clear, fair AI integrity guidance? How do we protect student identity and learning ownership?

Resources:

- [KidsHealth: Stress & Coping Center \(for teens\)](#) – Teen-friendly coping guidance
- [CDC: Promoting Mental Health and Well-Being in Schools \(action guide, PDF\)](#) – Implementation strategies for school systems
- [TeachAI: Toolkit & Sample Guidance](#) – District-ready guidance and examples
- [APA: Health Advisory on Social Media Use in Adolescence \(PDF\)](#) – Evidence-informed recommendations and cautions

Selection of AI Applications

The previous cases use AI for teacher- and student-facilitated reflection on feelings toward AI and questions about particular interactions with AI in respect to “Self” and as a citizen. This iterative set of engagements is, as suggested through the lens of Bronfenbrenner, essential due to unavoidable time-laden reality in which development occurs. Moreover, students do possess opinions on the appropriateness and comfort with AI use for instructional purposes (see Appendix: Students Sense of Self, Engagement, and Agency in AI – mediated schoolwork).

There is, then, utility in suggesting questions a teacher could use when contemplating the appropriateness for using AI in a lesson or unit.¹⁰⁵

Teacher Questions Before Selecting AI to Enrich Content Engagement

The subsequent questions can aid a teacher in determining if there is a likely goodness of fit between their intuition that AI may enrich student experiences—balancing content and supporting student well-being—and if, where and when AI is used, it is positioned as a support for student thinking and not a replacement for reasoning, explanation, or identity/agency.

Purpose and learning value

- What specific content goal will AI strengthen (conceptual understanding, representations, feedback cycles)—and what evidence will show learning occurred?
- What is the learning problem I’m solving—and is AI the right tool for that problem (versus non-AI routines)?
- If AI were unavailable tomorrow, what would I do instead—and is that actually better for the learning goal?

Agency and identity (selfhood and ownership)

- What part of the task is the student’s thinking work that must remain student-owned (strategy choice, representation, justification)?
- Where is the required decision checkpoint that preserves agency (accept/reject/revise/verify)?
- Could this use signal “the tool is the smart one, not me”? If yes, what language and routines will protect competence and identity?

Developmental fit and SEL

- Is this use developmentally appropriate for my students (impulse control, privacy understanding, frustration tolerance)?
- Which SEL skill will be practiced through the lesson (perseverance, help-seeking, collaboration, repair)—and where is it explicitly taught and rehearsed?
- What emotional risks might this tool trigger (shame, dependence, anxiety, comparison), and what is my plan to notice and respond?

Instructional design: deepen learning rather than replace it

- Am I asking AI to generate thinking for students—or to support thinking (hints, questions, alternative representations)?
- Where will students explain reasoning in their own words (partner talk, written justification, exit ticket)?

Accuracy, verification, and integrity

- What is the trust-but-verify routine for AI outputs (model/estimate/corroborate/partner/teacher)?
- How will I prevent AI from becoming an answer key that undermines meaningful practice?

Equity and accessibility

- Will AI use widen gaps (tech familiarity, language privilege, access outside school)? How will I mitigate?
- Does this support learners while preserving dignity (no public ranking, no deficit labels, no surveillance-like uses)?

Privacy, safety, and well-being

- What data will students enter? Is it minimal, necessary, and appropriate for children?
- What is my plan if the tool produces biased, unsafe, or emotionally harmful content (stop, support, report, alternative activity)?

Practical capacity and sustainability

- What are the routines to preview, monitor, and debrief tool use—and can I sustain it without crowding out “relationship work?”
- If I find that this application is appropriate and enriches student experiences, what supports are required to sustain it (training, supervision, fallback plans)?

The final part of this section endeavors to show the possible connections between publicly available digital citizenship and AI literacy materials, content/discipline areas, and student well-being.

Digital Citizenship and AI Literacy Curricula by Grade Band

The inclusion of digital citizenship with AI literacy is on account that they operate together in nearly every modern learning context: students must be able to participate safely and responsibly in digital environments (privacy, security, identity, respectful communication, and credibility of information) and also understand what that means insofar as AI systems generate, filter, and influence information and decisions (limitations, hallucinations, bias, transparency, and appropriate human oversight). Digital citizenship informs AI literacy—the most practical, protective AI behaviors are extensions of core digital citizenship habits—verifying claims with credible sources, recognizing persuasion and manipulation, protecting personal data, attributing sources and disclosing assistance, and pausing before sharing or acting. In other words, AI literacy adds AI-specific concepts and safeguards, but it rests on the broader foundation of digital citizenship that helps students evaluate information quality, manage risk, and act ethically across all digital tools and platforms.

Thus, this portion will, in large part, build upon Table 9: Digital Citizenship/AI Literacy, which lists widely used, publicly accessible curricula and resources grouped by grade band to support developmental appropriateness and coherent scope/sequence planning.

From this:

- A subset of the cases presented in the previous section will be shared again, this time with the inclusion the SEL, Content, and Digital Citizenship/AI literacy integration using the resources in Table 9: Digital Citizenship/AI Literacy.
- The remainder of the cases with the digital citizenship/AI literacy connections, as well as suggestions for working with Special Populations are provided in Appendix: 16 SEL + AI Literacy/Digital Citizenship Cases with, SEL, Content, and Special Population Strategies.
- Then, Table 10 provides an alignment table showing content-specific alignment and possible student artifacts in the cases if a teacher were to use one of the resources.
- Next, outside of the cases, Table 11: Digital Citizenship/AI Literacy – Guardrails provides examples of and suggestions for available digital citizenship/AI literacy materials and content areas for each grade band.
- There is a particular focus on “AI guardrails” (also, see Appendix: Alignment of Digital Citizenship/AI Literacy with content areas and Appendix: Digital Citizenship/AI Literacy and in Specific Content Areas for an even more detailed alignment for each grade band in ELA, mathematics, social science, science, fine and performing arts, and CTE).

Table 9: Digital Citizenship/AI Literacy

Grade Band	Digital citizenship curriculum/resource	AI literacy curriculum/resource	Implementation notes
P–2 (PreK–Grade 2)	Common Sense Education – Digital Citizenship (K–2 scope/sequence)	NetSmartzKids (early elementary safety and digital behavior resources)	Keep AI concepts concrete (tools that “guess”); emphasize help-seeking, privacy routines, and kindness
Grades 3–5	Be Internet Awesome (lesson plans + Interland)	Code.org – AI for Oceans (intro AI/ML activity)	Connect “AI can be wrong” to verification habits; include privacy and misinformation lessons
Grades 6–8	Cyber Civics (middle school curriculum; subscription required)	TeachAI Toolkit (implementation resources + exemplar guidance)	Emphasize disclosure norms, deepfakes/ impersonation risks, bias, and verifying sources
Grades 9–12	Cyber Civics (curriculum hub; subscription required)	WA OSPI classroom considerations + UNESCO Guidance for Generative AI (policy-to-practice resources)	Integrate AI literacy with research, citation, digital citizenship, and civic discourse; require documentation (prompt/ source log)

Case 1 – PK-2 Teacher. “It keeps guessing wrong and now I’m mad.” (AI frustration and regulation)

Content area: Early Childhood – Language Arts (literacy center routines) + Social/Emotional development (regulation)

Case:

During a literacy center rotation, the teacher uses a simple “picture-to-words” tool to help students label classroom objects. One student keeps getting wrong labels and starts crumpling their paper and pushing the tablet away.

Context:

The class is practicing naming feelings and using calm-down strategies. The teacher is also trying to introduce basic AI ideas in a safe way: “Sometimes computers guess. People help check the guess.”

Standards alignment

- Illinois SEL benchmark anchors (examples): 1A.1a; 1A.1b; 3B.1a
- CASEL competencies: Self-Awareness; Self-Management; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M1; B-SMS2; B-LS1

Suggested approaches to support

implementation: The teacher narrates emotions (“I see you’re frustrated”), pauses the tool, and uses a brief co-regulation routine. Then the teacher models: “The computer guessed. We check. We can fix it.” The student re-engages with adult support.

Avoid:

The teacher treats the output as correct (“the computer said it, so it’s right”), ignores escalating frustration, or uses the tool as a compliance lever (“do it or you lose centers”).

Facilitator questions:

Where is the “human check” built in? What quick regulation routines do staff use before technology becomes a trigger? How do we message that AI guesses are not verdicts?

Digital Citizenship integration (instructional embed–SEL + content):

- Embed a 10-12 minute “AI guesses/humans check” routine inside the core task (before students use any AI helper).
- Teacher move: Use one short clip/activity from [NetSmartzKids](#) or [Common Sense](#) to name feelings and safe help-seeking (“Stop, breathe, ask an adult”).
- Content embed: Have students compare the AI’s guess to a class anchor chart (letters/sounds, sight words, counting/patterns) and circle the evidence that proves the right answer.
- Artifact: Students complete a one-sentence reflection strip: “The computer guessed _____. I checked with _____. I feel _____.”
- Family connection: Send home a one-page digital well-being tip ([Sesame Workshop](#)) about taking breaks and asking for help.

Resources:

- [Common Sense Education – Digital Citizenship & Citizenship](#) – Use K-2 lessons for media balance, feelings, and safety
- [NetSmartzKids \(NCMEC\)](#) – Short videos/games to teach safe choices and help-seeking
- [Sesame Workshop – Digital Well-Being](#) – Early-childhood routines for breaks, regulation, and connection
- [Be Internet Awesome – AI Literacy Guide \(PDF\)](#) – Grade 2-appropriate AI literacy activities

How this case is modified when moving from SEL-only to SEL + content:

With SEL-only, the success criteria is primarily behavioral/relational (child names feeling, co-regulates, re-engages). With content included, the case is modified so the task has a measurable learning target (e.g., labeling classroom objects/ early vocabulary) and the adult response must preserve both (a) regulation and (b) access to the literacy objective (i.e., the student still practices labeling with supports, not avoidance or compliance).

Core facilitation questions that change because of content specificity:

1. What is the explicit learning target for the center (what counts as success in literacy)?
2. What scaffolds allow the student to continue the literacy task after co-regulation (choice set, reduced item count, peer pairing)?
3. What evidence will the teacher collect that the student learned the vocabulary/labels without outsourcing to the tool?

Case 15 – Grade 9–12 Student. Student-led: “We want a campaign: AI can’t be your counselor.”

Content area: Grades 9–12 — Health education (help-seeking literacy) + student communication/advocacy

Case:

Students propose a peer campaign: posters, advisories, and short videos explaining when to talk to a person instead of an AI chatbot, and how to find help in the building.

Context:

Students respond to peers. The school wants accurate messaging and safe boundaries.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3C.4a; 2C.4a; 3B.4b
- CASEL competencies: Relationship Skills; Responsible Decision-Making; Social Awareness
- ASCA Mindsets & Behaviors: B-SS7; B-SS8; M2

Suggested approaches to support implementation:

Adults co-design with students, ensure messaging is trauma-informed, and include clear referral information and protective language. Students build a “help map” of trusted adults and services.

Avoid:

Campaign materials shame students for seeking help, overshare personal stories without safeguards, or provide unclear pathways.

Facilitator/team questions:

What safe messaging guidelines do we use?
How do we ensure the campaign increases help-seeking and reduces stigma?

Digital Citizenship integration (instructional embed—SEL + content):

Build the campaign as applied digital citizenship: students create content that is accurate, non-stigmatizing, and privacy-protective.

- Instructional sequence: Use UNESCO guidance principles + [TeachAI](#) family/student communication templates to define the message (“AI is not a counselor; people help people”).
- Digital citizenship embed: Students run campaign drafts through a verification checklist and revise for clarity and harm minimization.
- Content embed (health/civics): Students map school support systems and design a referral infographic with correct contact pathways.
- Artifact: A student-approved campaign kit (posters, scripts, QR links to trusted resources, and a disclaimer about AI limits).

Aligned resources:

- [UNESCO – Guidance for GenAI in education and research](#) – Human-centered safeguards framing
- [TeachAI – Sample Letter to Parents/Guardians](#) – Family-facing communication template
- [Civic Online Reasoning \(DIG\)](#) – Verification checklist for campaign claims
- [News Literacy Project](#) – Media-literacy supports for accurate messaging

How this case is modified when moving from SEL-only to SEL + content:

SEL-only emphasizes stigma reduction and peer belonging. With content specificity, the campaign is modified to include precise, standards-aligned help literacy: where to go, what to say, what is confidential, what triggers mandatory reporting, and how to support a peer safely without becoming the counselor. The product becomes accurate, actionable, and instructionally grounded.

Core facilitation questions that change because of content specificity:

1. What exact help-seeking pathways must students be able to name and use (in-building, community, crisis)?
2. What safety constraints govern student messaging (no personal disclosures; trauma-informed language)?
3. What evidence shows the campaign worked (knowledge checks, help-map completion, climate items)?

Table 10: Digital Citizenship/AI Literacy Resources and Content Areas

Case (ID + focus)	Content area	Digital citizenship/ AI ethics integration (in the lesson)	Student artifact (evidence)	Vetted materials (public links)
Case 1 – PK-2 Teacher. “It keeps guessing wrong and now I’m mad.” (AI frustration and regulation)	Early Childhood – Language arts (literacy center routines)+ social/emotional development (regulation)	Mini-lesson: “AI guesses; people check.” Model calm-down + ask- an-adult routine before AI use. During centers, require students to compare AI output to a class anchor chart and point to evidence. Debrief with feelings check-in.	One-sentence reflection strip: “AI guessed ____. I checked ____. I feel ____.” (Teacher notes regulation + checking)	Common Sense Education – Digital citizenship & Citizenship; NetSmartzKids (NCMEC); Sesame Workshop – Digital Well-Being; Be Internet Awesome – AI Literacy Guide (PDF)
Case 15 – Grade 9-12 Student. – Student-led: “We want a campaign: AI can’t be your counselor.”	Grades 9-12 – Health education (help-seeking literacy)+ student communication/ advocacy	Students build a campaign: “AI can’t be your counselor.” Use credible sources, create messages for peers/families, and include help- seeking pathways. Emphasize stigma reduction, tone, and clear boundaries on what AI can/can’t do.	Campaign deliverables (poster/social graphic/script)+ resource handout with help-seeking pathways	UNESCO – Guidance for GenAI in education and research; TeachAI – Sample Letter to Parents/Guardians; Civic Online Reasoning (Digital Inquiry Group); News Literacy Project – Teach

Teacher Questions Before Selecting AI to Enrich Content Engagement

P-2 (Pre-K-Grade 2)			
Digital citizenship curriculum/resource	Digital citizenship implementation notes (what it teaches)	Digital citizenship instructional move (how to run it)	Digital citizenship student artifact/evidence (assessment)
Common Sense Education – Digital Citizenship (K-2 scope/sequence) ; Sesame Workshop – Digital Well-Being (early childhood) ; NetSmartzKids (NCMEC) – videos/games ; FTC – Net Cetera (family guide + activities)	• Safe sharing basics (what counts as private info; ask a trusted adult) • Kindness and respectful communication online; help-seeking routines • Early security habits framed as “ask first” and “don’t click unknown” • Healthy media routines (time, attention, feelings) and adult support • Content age fit: short, concrete, teacher-led routines; role-play and visuals	10-15 minute mini-lessons with visuals, stories, and role-play; repeat routines weekly and reinforce during device use	Class anchor charts; “OK to share versus private” sort; help-seeking script cards; family pledge (optional)

P-2 (Pre-K-Grade 2)

AI literacy curriculum/resource	AI literacy implementation notes (what it teaches)	AI instructional move (how to run it)	AI student artifact/evidence (assessment)	AI guardrails /“do not do” (boundaries)	AI implementation conditions (access/tech/offline options)
Be Internet Awesome – AI Literacy Guide (Grades 2-8; select Grade 2); AI4K12 – Five Big Ideas poster	• AI as a “helper” that can be wrong; begin verify/check habits • Privacy basics: do not input personal info; teacher-managed use • Informed use: kindness, tell an adult if unsure; simple disclosure norms • Content age fit: anchor charts + short routines; heavily teacher-facilitated	Teacher demonstrates an AI output, then leads a verify-and-correct routine using trusted classroom sources and simple “check” language	Two-column “AI said/verified by” sheet; class AI rules poster; labeled drafts when AI assists	No personal info in tools; teacher selects/controls tools and prompts; AI is not a “truth source”; tell an adult if confused or upset	If using a tool, require teacher-managed access; plan offline alternative (teacher-created examples) if blocked

Grades 3–5

Digital citizenship curriculum/ resource	Digital citizenship implementation notes (what it teaches)	Digital citizenship instructional move (how to run it)	Digital citizenship student artifact/evidence (assessment)
Be Internet Awesome – Educator resources + Interland ; Common Sense – Digital citizenship & Citizenship (3-5) ; Common Sense – Digital Passport (Grades 3-5 game) ; NetSmartz (NCMEC) – educator resources K-12	• Privacy/security habits (tricky messages, stronger password concepts) • Digital footprint/identity (reputation, consent basics, responsible posting) • Digital citizenship beginnings (credible versus not; cross-check expectations) • Cyberbullying prevention and reporting pathways • Content age fit: scenario practice + games; students can explain “why”	Scenario-based lesson (10-20 minutes) + guided practice (checklist/rubric) embedded in research, collaboration, and digital projects	Source check slip; privacy checklist; bystander strategy script; digital footprint decision tree

Grades 3–5

AI literacy curriculum/resource	AI literacy implementation notes (what it teaches)	AI instructional move (how to run it)	AI student artifact/evidence (assessment)	AI guardrails /“do not do” (boundaries)	AI implementation conditions (access/tech/offline options)
Be Internet Awesome – AI Literacy Guide (Grades 2–8) ; Code.org – AI for Oceans (Hour of AI) ; Code.org – Our AI Code of Ethics (lesson) ; AI4K12 –Five Big Ideas poster	- How ML learns from examples (training data); why examples matter - Early bias concept: unrepresentative data can yield unfair/incorrect results - GenAI can hallucinate; students must verify with trusted sources/ adults - Ethical norms: responsibility, transparency, kindness; classroom commitments - Content age fit: hands-on demos + explicit “trust-but-verify” routines	Hands-on demo: train/test, observe errors, then reflect on data quality and fairness; reinforce verify-and-cite norms for GenAI use	Training/test results table; short model reflection paragraph; verification-log appendix for writing	No personal/ sensitive data; disclose AI use when used; verify factual claims with non-AI sources; avoid using AI for peer conflict or private matters	AI for Oceans requires web access; provide offline “classification with cards” alternative; establish tool list aligned to district policy

Grades 6–8

Digital citizenship curriculum/ resource	Digital citizenship implementation notes (what it teaches)	Digital citizenship instructional move (how to run it)	Digital citizenship student artifact/evidence (assessment)
Cyber Civics – Middle School Curriculum (subscription required); Social Media TestDrive – simulation modules ; Civic Online Reasoning (Digital Inquiry Group) ; News Literacy Project – educator tools ; Digital Connections – interactive video series (6-8)	• Identity, relationships, and online conflict (norms, repair, escalation prevention) • Algorithmic feeds and persuasion (attention shaping; manipulation awareness) • Verification routines (lateral reading; sourcing; corroboration) • Privacy in practice (settings, consent, risk tradeoffs) • Content age fit: discussion + authentic scenarios; connect to SEL and belonging	Use a real scenario (current event or classroom task), apply a protocol (COR/NLP), then produce a short artifact; revisit in multiple units	Credibility memo; annotated article with claim/evidence/opinion; civic responsibility brief; provenance/source cards

Grades 6–8

AI literacy curriculum/resource	AI literacy implementation notes (what it teaches)	AI instructional move (how to run it)	AI student artifact/evidence (assessment)	AI guardrails /“do not do” (boundaries)	AI implementation conditions (access/tech/offline options)
Code.org – AI & Machine Learning unit (CS Discoveries) ; Code.org – How AI Works (video + lessons) ; TeachAI – AI Guidance for Schools Toolkit ; WA OSPI – Human-Centered AI Guidance (PDF) ; AI4K12 – Five Big Ideas poster	• Model basics: features, training/testing, errors, limits; evaluation of outputs • Bias and fairness: representation in data; impacts; mitigation thinking • Transparency/accountability norms; human oversight and disclosure practices • Safe-use routines: privacy boundaries, verification, and citation • Content age fit: pair technical concepts with ethics cases and documentation	Teach “model thinking” (features, data, testing), then require documentation (disclosure + verification) whenever AI is used for schoolwork	Model card lite; output audit tally; disclosure + verification checklist; short ethics reflection	Do not input personal/sensitive data; do not treat AI as authoritative; require citations + corroboration; disclose AI assistance; do not use AI to target/harass peers	Code.org units require devices and internet; ensure student accounts comply with district policy; prepare offline ethics cases and paper-based audits if needed

Grades 9-12

Digital citizenship curriculum/ resource	Digital citizenship implementation notes (what it teaches)	Digital citizenship instructional move (how to run it)	Digital citizenship student artifact/evidence (assessment)
Cyber Civics – Curriculum hub (subscription required); Civic Online Reasoning (Digital Inquiry Group) ; News Literacy Project – educator tools ; iCivics – Civic Digital citizenship ; Common Sense – Digital citizenship & Citizenship (9-12)	• Advanced source/claim evaluation (evidence quality, motive, amplification networks) • Civic participation online (rights/responsibilities, discourse norms, platform power) • Privacy, consent, digital identity; intellectual property and responsible creation • Managing mis/disinformation and manipulation using verification routines • Content age fit: inquiry projects, debates, authentic media analysis	Inquiry-driven: students investigate claims, map amplification, and publish arguments/policy memos with explicit verification and civic impact analysis	Source credibility memo; amplification network analysis; civic discourse norms; IP/licensing plan for media products

Grades 9–12

AI literacy curriculum/resource	AI literacy implementation notes (what it teaches)	AI instructional move (how to run it)	AI student artifact/evidence (assessment)	AI guardrails /“do not do” (boundaries)	AI implementation conditions (access/tech/offline options)
Code.org – AI education hub (including Societal Impact of GenAI) ; TeachAI – AI Guidance for Schools Toolkit ; UNESCO – Guidance for generative AI in education and research ; WA OSPI – Human-Centered AI Guidance (Edition 2 PDF) ; AI4K12 – Five Big Ideas poster	• Conceptual understanding of modern AI/GenAI; strengths/limits and failure modes • Governance: transparency, accountability, privacy, risk tiers, human oversight • Bias and societal impact analysis; mitigation and policy responses • Academic integrity + disclosure; process documentation and verification standards • Content age fit: policy + ethics case studies; research and authentic projects	Require process documentation: prompts, sources, verification steps, and reflection on limitations/bias; use case studies and policy memos for governance	AI use and verification appendix; tool comparison evaluation; risk-tier memo; output audit report with quantitative summary.	No sensitive data; no AI for counseling/medical/legal determinations; no automated grading decisions without human review; disclose AI use; verify high-stakes claims with authoritative sources	Ensure tools comply with privacy/access policies; consider district-approved platforms; provide offline audit exercises (teacher-generated outputs) if access is limited

The Integration of Development of Self and Citizen and AI Competencies

Recall, this guidance is grounded upon the following four tenets:

1. Teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school;
2. Schools serve academic, developmental, and civic purposes concurrently;
3. Artificial intelligence is a means to inform teaching and learning rather than an end in itself;
4. Informed use requires deliberate, context-sensitive, and locally determined purpose and use.

Throughout this document, the notion of concurrent development of a child as “Self” and child as citizen are interrogated and in light of the work that occurs in schooling. So too, grade band examples of what digital literacy and AI literacy may “look like” are shared. What follows is a suggestion of an “integration” of the aforementioned. This is important in order to more fully contemplate how and in what ways teaching and learning are informed by the use of AI.

Children and adolescents engage in recurring tasks over time, but the ways those tasks are lived depend upon relationships, routines, opportunities, expectations, and the experiences, interests, and assets students bring into school. For instance, the expectations for a writing assignment or art project are likely very different for a child in Grade 1 and a child in Grade 12. While both are tasked with the creation of a written or artistic artifact, the presentation of the task, expectations for what is produced, and evaluation criteria will differentiate based upon assumptions about the nature of the learner and specific aspects of development (e.g., cognitive development, social and emotional development, and the like). In sum, instructional design should not separate cognitive demand from context.

This same framing supports a broader understanding of schooling. Academic learning, development of self, and civic formation are interdependent dimensions. Students learn not only how to show what they know but also how to participate, deliberate, contribute, and exercise judgment in shared settings. Instruction, relationships, and participation structures should therefore cultivate intellectual growth and responsible membership in community. As suggested in the guidance, the particulars of this are collectively determined and contemplated in the creation and curation of common understandings of purpose and use and their resultant “work products.”

None of this requires the use of AI. If, however, AI can inform teaching and learning, how might the informed use of it support development? Most simply, digital citizenship, digital literacy, and AI literacy are best treated as means in support of these larger aims.

Thus, in light of the four tenants that ground this guidance, it is reasonable to assume:

- Digital citizenship emphasizes participation, responsibility, privacy, relationships, and conduct in digital spaces.
- Digital literacy emphasizes interpretation, verification, and evaluation of information.
- AI literacy extends both by helping students understand how automated systems classify, predict, recommend, and generate, where error and bias may enter, and why human judgment remains necessary.
- Informed use requires deliberate, context-sensitive, and locally determined decisions.

- AI should emerge through consideration of how it supports (and not detract from) reflection upon awareness of individual agency and through participation in collective contemplation in which purpose and use are identified.

Suggested grade-band progression

Grade band	Individual development/ civic development	Digital and AI literacy	Implications for practice
P–2	Trust, initiative, and early fairness in shared routines	Safe participation, privacy basics, and the idea that tools can help and can also be wrong	Use story, play, and guided talk; keep adults present as interpreters
3–5	Competence, contribution, responsibility, and growing attention to rules, roles, and the effects of action on a group	Fact and opinion, basic verification, responsible sharing, simple models of how data shape outputs, and early attention to bias and fairness	Design tasks that ask students to explain reasoning, compare sources, and connect participation with shared responsibility
6–8	Identity, belonging, voice, legitimacy, and heightened concern with fairness, representation, and whose perspectives count	Misinformation, manipulation, AI-generated content, dataset bias, personalization, and the relationship between digital life and civic participation	Use discussion, inquiry, and source analysis to connect evidence, perspective-taking, and critique of systems and claims
9–12	Judgment, affiliation, responsibility, commitment, and preparation for future civic participation within pluralistic communities	Generative AI, surveillance, automation, verification, ethical tradeoffs, public consequences, and the limits of automated decision-making	Ask students to evaluate evidence, weigh tradeoffs, deliberate about policy, and create reasoned proposals for authentic audiences

Across grade bands, the progression should move from guided, mostly teacher-led facilitation toward teacher as “guide on the side” and student-led considerations. The aim is to organize these strands coherently within the larger purposes of schooling. Informed use of AI follows from that broader commitment: teaching and learning remain grounded in human relationships, responsive to context, and oriented toward concurrent academic, developmental, and civic growth.

The matrix that follows provides a concise set of general artificial intelligence competencies and grade band-specific suggestions for practice. These competencies are meant to support educational judgment in light of the four tenets that ground this guidance:

1. The centrality of human relationships and student assets;
2. The concurrent academic, developmental, and civic purposes of schooling;
3. The use of artificial intelligence as a means to inform teaching and learning rather than as an end in itself; and
4. The need for deliberate, context-sensitive, and locally determined purpose and use.

In that sense, the suggested competencies are “targets” that are part of instructional planning and student experience and meant as part of ordinary work occurring in schools. They are drafted in ways that allow for the local context to drive what any specific demonstration could look like and to help practitioners consider what students and educators should understand, do, and reflect upon when AI is introduced into teaching to support students as individuals and citizens.

So too, they are drafted as points of departure for districts in building common understandings across audiences by clarifying what informed use may require at different grade bands and in different contexts. Competency here includes more than familiarity with tools. It includes judgment about fit, responsibility for use, attention to verification, and awareness of how AI may affect student learning, development, and participation in shared civic life.

The competencies that follow are grounded in the guidance’s four tenets and should be read in light of the larger purposes of public schooling in Illinois. The point of departure is not artificial intelligence as an innovation in search of application but the use of AI in support of teaching and learning as relational, developmental, and civic work. For that reason, the competencies are organized around the educational purposes AI use is meant to serve: strengthening student learning, supporting the development of agency and judgment, and preparing young people to participate responsibly in shared civic life.

Throughout the guidance, “common understandings” and “purpose and use” are the frames through which any competency, tool, or practice should be interpreted. In this frame, competencies matter insofar as they help educators, students, and school communities decide when AI use is warranted, what human responsibilities must remain primary, and how AI may inform teaching and learning without displacing professional judgment, student voice, or the relational conditions through which learning becomes meaningful.¹⁰⁶

Suggested AI Competencies

Code	General competencies	P-2	3-5	6-8	9-12
1.0	Purpose, fit, and human-centered use. Students identify the educational purpose for using AI, connect use to the task, and recognize when human interaction, teacher judgment, peer discussion, or direct experience should remain primary. (ELA: choosing whether AI-generated discussion questions deepen a class novel study. Business/CTE: drafting ideas for a flyer while keeping audience-aware revision human.)	1.1 With adult guidance, students say what the tool is helping with and what they still do themselves. (ELA: using a read-aloud helper then retelling in their own words. Visual arts: using a prompt to discuss shapes/ colors before making an original drawing.)	1.2 Students explain why AI is or is not useful for a classroom purpose and how teacher directions shape use. (Math: generating extra practice problems but still showing work. Music: using AI to suggest rhythm patterns while composing an original piece.)	1.3 Students distinguish AI as support vs. substitution in academic and school-life tasks. (Life science: using AI to propose hypotheses before investigating. Health/PE: using AI to suggest a practice routine while teacher retains safety oversight.)	1.4 Students judge whether AI use serves the learning purpose, the discipline, and learner responsibilities in complex settings. (U.S. history/civics: using AI to surface possible sources but not replace source analysis. Marketing/ CTE: brainstorming campaign concepts while keeping human responsibility for audience and claims.)

Code	General competencies	P-2	3-5	6-8	9-12
2.0	Foundational understanding of AI systems. Students describe, developmentally, that AI works through data, rules, models, and probabilities; that systems classify, predict, recommend, and generate in different ways; and that outputs are shaped by inputs and design choices rather than human-like understanding. (Science: distinguishing sensor/data/model/prediction. Computer science/CTE: recognizing chatbot output depends on training and prompting.)	2.1 Students recognize some tools “learn” from information and can make mistakes. (Math: noticing a pattern tool sorts shapes incorrectly. Science: seeing a forecast is not the same as observing outside.)	2.2 Students explain that AI uses examples/data to make guesses, matches, or recommendations. (Earth science: comparing a forecast with local observations. Math: training a simple sorter and noticing too few examples lead to poor guesses.)	2.3 Students describe how training data, categories, and model choices affect outputs and errors. (Life science: examining misidentifications by an image classifier. Media arts: discussing how recommendation systems shape what appears next.)	2.4 Students explain how data quality, modeling choices, and system constraints influence performance and limitations. (Biology: analyzing how incomplete health data can distort predictions. Engineering/computer science: comparing how two models respond differently to the same prompt or dataset.)

Code	General competencies	P-2	3-5	6-8	9-12
3.0	Verification, evidence, and judgment. Students check AI outputs against evidence, disciplinary expectations, and trusted sources; identify error, omission, bias, or fabrication; and revise or reject outputs when necessary. (ELA: checking an AI theme statement against the text. History: verifying an AI-generated citation or event summary.)	3.1 Students ask whether the output matches what the class has learned and seek adult help when unsure. (ELA: noticing an AI retelling changed a key event. Science: comparing an AI weather statement with observed conditions.)	3.2 Students use simple verification routines to check accuracy, completeness, and task fit. (Social studies: checking an AI description of a community helper against class resources. Math: spotting an AI answer gives a result but not the correct operation or explanation.)	3.3 Students compare AI outputs with multiple sources, identify weak evidence, and explain relative trustworthiness. (Civics: checking an AI summary of a current issue against multiple news sources. Physical science: testing whether an AI explanation matches observed results.)	3.4 Students evaluate credibility, completeness, authenticity, and disciplinary fit in complex work. (Economics: checking an AI explanation of a graph doesn't misstate trend or causality. U.S. History: verifying an AI-generated quotation or image caption is authentic.)

Code	General competencies	P-2	3-5	6-8	9-12
4.0	Ethical, safe, and civic participation. Students use AI in ways that respect privacy, consent, fairness, academic integrity, and the well-being of others, recognizing civic consequences of AI-mediated participation. (Health: recognizing an AI wellness chatbot is not a substitute for trusted adult support. Theatre: recognizing synthetic voice/image tools can misrepresent someone without consent.)	4.1 Students recognize some information stays private and tools should be used kindly and safely. (Class community: not sharing a classmate's personal info with a helper. Music: asking before recording or altering another student's voice.)	4.2 Students connect AI use to fairness, safety, and respect for others' work and identities. (PE: understanding fitness data/images should not be shared without permission. Visual arts: discussing why using an AI image as one's own artwork without explanation is unfair.)	4.3 Students identify ethical and civic concerns such as misinformation, deepfakes, manipulation, and exclusion. (Civics: analyzing how a deepfake could distort public understanding. Health: discussing why AI advice about stress/body image should be checked with trusted adults.)	4.4 Students examine how AI affects fairness, representation, participation, and accountability in institutions and public life. (Government: debating facial recognition, surveillance, and civil liberties. Health sciences/CTE: considering privacy, consent, and bias in AI use with health-related data.)

Code	General competencies	P-2	3-5	6-8	9-12
5.0	Communication, attribution, and accountability. Students explain when and how AI was used, distinguish assistance from authorship, and remain accountable for claims, decisions, and products. (English: disclosing AI helped generate revision questions but not the final analysis. Computer science/CTE: documenting where a coding assistant suggested syntax that the student tested and revised.)	5.1 Students tell the teacher when a tool helped and what they did themselves. (Writing: saying speech-to-text helped record ideas but the student chose the words. Visual arts: explaining a prompt inspired the drawing but the student made the final image.)	5.2 Students name the kind of help AI provided and keep responsibility for the final product. (Science: noting AI helped organize a slide deck but the student chose observations and conclusions. Music: explaining AI suggested rhyme words but the student wrote the final lyrics.)	5.3 Students disclose AI use clearly and distinguish brainstorming, translation, summarization, and feedback from authorship. (Geography: noting AI helped translate a source before the student compared maps and wrote analysis. Computer science: commenting code to show which suggestions came from AI and which were revised.)	5.4 Students account for AI use in discipline-appropriate ways where originality, evidence, and technical accuracy matter. (Literary analysis: disclosing AI suggested counterclaims but student selected evidence and wrote interpretation. Engineering/welding/CTE: documenting AI-generated initial designs but student chose materials, safety constraints, and final specs.)

Code	General competencies	P-2	3-5	6-8	9-12
6.0	Context-sensitive application, boundaries, and revision. Students determine whether AI is a good fit for purpose, audience, and developmental setting; adapt use to local expectations; and pause, revise, or decline use when it does not support learning well. (Math: using AI for extra practice but not to bypass explanation and proof. PE/health: using AI to organize a training log but not to replace medical, safety, or teacher guidance.)	6.1 Students recognize when to ask a teacher or trusted adult instead of relying on the tool. (Reading: asking teacher when a helper gives a confusing answer. PE: asking teacher before trying an AI-suggested movement or exercise.)	6.2 Students decide when AI supports access and when another approach is better. (Social studies: using translation support while still discussing meaning with classmates and teacher. Visual arts: deciding not to use image generation when the task is to demonstrate personal drawing techniques.)	6.3 Students weigh benefits, limitations, and classroom expectations before using AI in independent work. (Algebra: using AI to generate a similar problem after first attempting the assigned one. Agriculture/CTE: using an AI plant-ID tool as a starting point then checking with observation and teacher guidance.)	6.4 Students make reasoned decisions about when AI use is justified, limited, or inappropriate in higher-stakes work. (AP biology/chemistry: declining AI lab interpretations unless checked against actual data and methods. Civics/public policy: using AI to organize stakeholder positions but not replace deliberation, evidence weighing, and locally grounded judgment.)

The suggested competencies are meant to help districts and educators think more clearly about what students should come to understand, practice, and demonstrate in a world in which learning about computer science, generally, and artificial intelligence, in particular, is increasingly present in school and civic life. In other words, an ecological model of development suggests that growth is a set of interacting and reciprocating layers in which:

- The individual as a “Self” and citizen (i.e., Microsystem)
- Engages with AI in schools and outside of them (i.e., Mesosystem)
- These interactions are informed by:
 - Immediate communities (i.e., Exosystem)
 - Societal norms, values, beyond immediate surroundings (i.e., Macrosystem)
- All through time (i.e., Chronosystem)

Of course, it is desirable that this occurs in ways that allow for healthy development. Thus, considerations of AI use must move beyond how and in what contexts it is used (i.e., limited to AI as a “tool”). AI use must also contemplate “outcomes”—those tied to what occurs in schools as well as those inclusive of development of “Self” and as a citizen. Introduction to the range of ethical and practical issues surrounding the informed use of artificial intelligence should prefigure any actual use. Put differently, and like considerations of developing common understandings provided in an earlier section of this guidance, taking the time to engage with students in regard to current perceptions of the ethical and practical issues outside of “real time” applications provides teachers insight that informs instructional planning and delivery. Moreover, these types of conversations, regardless of topic, are an essential experience for young (and older) individuals to undergo as they learn to engage in and learn from engagements that affect their lives and the lives of others. Movement from the inner portions of Bronfenbrenner’s model to its outer realms are part and parcel of healthy and robust development as a citizen. Schools are an important catalyst for this.

In sum:

- AI is important as a tool for instruction or learning **and** as a foundational technology for empowering students to show their understanding of content. That empowerment requires AI literacy, the ability for students to understand the technology and how to interrogate it (i.e., its “fitness for the occasion” and/or “goodness of fit”).
- All Illinois students should receive education about AI, including what it is (and is not), how it works, its impact on society (perceived and “real”), and how to shape it, **before** and while using AI tools in the classroom.
- AI literacy requires both fluency of the data and algorithms that power AI, how they produce certain outputs, **and** the opportunity to show that one is aware of these aspects through the application of AI for specific learning engagements.
- AI education provides an opportunity for students to gain civic and technological agency in the world as informed and fluent in contrast to “user passive consumer.”
- Broadly, AI literacy is part of a comprehensive computer science education (e.g., AI is “built upon” computer science, so the topic is a critical foundation for comprehensive AI fluency).

What follows provides suggested research and policy resources on student outcomes associated with AI use. Consideration of the impact of AI tied to student outcomes is a necessary and natural next step emerging from the use of AI as a tool in “product development.”

Read in light of the four tenets of this guidance, the significance of these materials is broader than whether artificial intelligence appears to “improve performance” in a narrow sense. If teaching and learning are shaped by human relationships and by the experiences, interests, and assets each child brings into school, then outcome claims should be examined in relation to context, development, and the lived realities of students rather than in isolation from them. If schools serve academic, developmental, and civic purposes concurrently, then questions about AI use must include not only achievement but also student well-being, agency, participation, and responsibility. If artificial intelligence is a means to inform teaching and learning, then faster production, greater convenience, or stronger task completion are necessary but not sufficient. Moreover, if informed use requires deliberate, context-sensitive, and locally determined purpose and use, then the evidence that follows should include how the implementation improves student outcomes (or not), in addition to descriptions of use and product development.

Accordingly, the resources gathered below are meant to help districts ask better questions about the relationship between AI use and student outcomes. They provide a basis for considering not only what AI may help students do but also what kinds of development, participation, and educational experience schools intend to preserve and strengthen through its use. In that sense, this section supports the policy work of determining whether particular uses of AI are aligned with the purposes of schooling and with the conditions under which informed use can be justified.



Academic outcomes

1. [“ChatGPT’s impact on student learning outcomes: a meta-analysis of 35 experimental studies” \(2026\)](#)
High-level synthesis of 35 experimental studies involving 4,193 participants. The study reports a moderate positive effect on student learning outcomes.
2. [“The effect of ChatGPT on students’ learning performance, learning perception, and higher-order thinking: insights from a meta-analysis” \(2025\)](#)
The meta-analysis reports disaggregated outcomes and broadly suggests positive effects on learning performance, learning perception, and higher-order thinking, while also emphasizing that instructional design and scaffolding matter more than simple exposure to the tool.
3. [“Mastering knowledge: the impact of generative AI on student learning outcomes” \(2025\)](#)
This study argues that stronger learning outcomes are associated with AI uses that help students construct and extend knowledge, while lower-level or merely procedural use is less likely to deepen understandings.
4. [“OECD Digital Education Outlook 2026”](#)
OECD argues that generative AI can support learning when governed by clear educational principles but cautions that “improved task performance” is not the same thing as “durable learning.”
5. [“A systematic review and meta-analysis of the effectiveness of GenAI on students’ motivation and engagement” \(2025\)](#)
Beyond grades or scores alone as it treats participation, persistence, and cognitive engagement as educational outcomes, this review reports positive effects on student motivation and engagement.

Student well-being outcomes (psychological, social, emotional)

6. [“Exploring the effects of artificial intelligence on student and academic well-being in higher education: a mini-review” \(2025\)](#)
This review identifies both possible benefits of AI such as personalization and efficiency, while also raising concerns including digital fatigue, technostress, loneliness, reduced face-to-face interaction, and anxiety.
7. [“Talk, Trust, and Trade-Offs: How and Why Teens Use AI Companions” \(Common Sense Media, 2025\)](#)
This report documents teen use AI companions: frequency of use, why they use them, and the extent to which some teens turn to them instead of people for serious conversations.
8. [“AI Chatbots and Teens” \(Child Mind Institute, 2026\)](#)
A clinically informed synthesis through framing concerns about vulnerable youth, including the possibility that lonely, anxious, or depressed teens may rely on chatbots in ways that reinforce harmful thinking rather than interrupt it.

Other outcomes: agency, access, inclusion, civic development, and broader developmental concerns

9. [“Guidance on AI and Children” \(UNICEF, 2025\)](#)

UNICEF emphasizes the safe use, age-appropriateness, participation, and child rights, which makes it useful when student outcomes are understood in developmental and rights-based terms.

10. [AI, education, and children’s rights \(2025\)](#)

Complements UNICEF’s guidance as it questions whether claims about educational benefit sometimes outpace independent evidence through raising concerns about development (e.g., cognition, agency, and self-efficacy, in particular).

11. [UNESCO “AI Competency Framework for Students” \(2024; updated UNESCO page 2026\)](#)

This framework identifies competencies that focus upon critical judgment (e.g., informed/responsible participation, foundational knowledge, and the like), and the ability to engage AI as a citizen rather than only as an individual.

12. [“A new direction for students in an AI world: Prosper, prepare, protect” \(Brookings, 2026\)](#)

A policy-facing synthesis on broad developmental outcomes. The report argues that AI’s risks can affect development (e.g., relationships, privacy, and engagement in learning). The report shares tools and policies that strengthen rather than displace student agency.

13. [“Leveraging artificial intelligence to support students with special education needs” \(OECD, 2025\)](#)

In this report, OECD argues that AI can support learning goals for students with special education needs while also emphasizing ethics, monitoring, accountability, security, and data protection.

14. [“AI’s future for students is in our hands” \(Brookings, 2026\)](#)

Helpful for broader equity and access arguments. The report discusses how AI may widen access to support for multilingual learners, neurodivergent students, and students with disabilities when used to inform instructional planning and delivery and to enrich student engagement.

15. [U.S. Department of Education guidance on using federal grant funds to improve education outcomes with AI \(2025\)](#)

Useful as a federal policy anchor. More importantly than the explanation of allowable expenses for federal grant dollars is the emphasis of and central role of educator judgment in how AI is used for teaching and learning.

Taken together, the materials that follow suggest that student outcomes related to AI are neither singular nor automatic. Rather, they are a necessary area of inquiry to monitor and evaluate “goodness of fit” and, more importantly, the extent to which the engagements provided through AI do, indeed, lead to healthy development of the whole child.

Equity, Accessibility, and Student Groups

Summary

- **Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.** All children are “bundles of assets.” For classroom teachers, particular attention to the interests, readiness level, and learning profile of all students should also be applied to those identified as part of a “special population” (e.g., multilingual learners, gifted and talented learners, and those with IEPs/504 plans).
- **Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.** In order to best support the emergence of and development for a child as an individual and member of larger communities, it is critical for a district to pay attention to those in special populations.
- **Artificial intelligence is a means to inform teaching and learning.** Districts and teachers must pay specific attention to and carefully monitor different forms of bias and in light of the goodness of fit and fitness for the occasion of AI as a means of informing and enriching teaching and learning.
- **Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.** District policies should, in addition to student data privacy and other protections, specifically identify how the needs of students who are identified within a special population are protected.

This section may also be understood through the lens of Universal Design for Learning. Similar to the use of other frameworks in this guidance, Universal Design for Learning provides a useful point of departure for considering AI and special populations because it begins from the premise that learner variability is expected, an asset, and that design for teaching and learning should be responsive to and build upon students’ interests, learning profiles, and readiness (i.e., variability). In this sense, the use of AI should not be understood only as a compensatory support or accommodation layered onto instruction after barriers emerge. Rather, it should be considered in light of whether it helps reduce barriers in advance and in ways that support the healthy development of a young person through engagements that enhance agency.

Applied here, this means considering the extent by which AI supports multiple ways for students to engage with content and learning experiences, access and make meaning of information, and communicate and show understanding. This framing is important because multilingual learners, gifted and talented learners, and students with IEPs/504 plans do not simply need “more technology” or “different tools.” They require careful attention to the goodness of fit and fitness for the occasion of AI as a means of informing and enriching teaching and learning. In this way, Universal Design for Learning helps clarify why accessibility, bias control, human review, and the monitoring of student outcomes remain cross-cutting non-negotiables throughout this section.

This section is an extension of the previous section through its focus on special populations. To be sure, student use of AI is not one-size-fits-all.¹⁰⁷ In practice, multilingual learners, gifted/talented learners, and students served under IEPs/504 plans can benefit from AI-enabled tools and AI-mediated classroom routines. Even so, educators must be mindful that AI (or any educational technology) can also limit or eliminate possible benefits if not carefully tailored to the needs of student groups and, more so, individual students.¹⁰⁸

Potential benefits include when AI is used as a scaffold for access (e.g., translation support, multimodal explanation, text-to-speech/speech-to-text, chunking, and extension prompts) because it can reduce and/or expand access to both the technology and the productive use of it by a student. Without guardrails and careful oversight of instructional purpose with actual implementation, the AI can, through avenues of engagement and the subsequent outputs, appear to suggest developing familiarity and mastery of content. However, what might occur, especially without careful oversight and monitoring, is the opposite where student agency and developing content mastery is muted.

Specifically, a district that treats AI literacy and digital citizenship as generic or without specific guardrails¹⁰⁹ can unintentionally deny supports to students who need them, create inequitable discipline and integrity practices, and select and scale tools that introduce disparate impacts across language, disability, and neurodiversity patterns.¹¹⁰ When this occurs, there are likely undesirable consequences for the child and their healthy development that can manifest inside and outside of school.

District AI literacy should be designed around three cross-cutting non-negotiables:

- Design for and engagement with content is predicated upon the needs of students as a learner (e.g., differentiated instruction/Universal Design) and what that means in light of healthy development over time.
- AI outputs are decision support, not decisions (human review of how students can show what they know even if/when supported by AI).
- Deliberate and regular monitoring of “bias control” through representative pre-testing and ongoing monitoring, including prompts and student-generated work samples that reflect multilingual language patterns, disability-related writing/communication differences, and “space” for students to explore and show what they know in multiple ways.
- Awareness of policies and practices for identifying and eliminating limitations of AI when used for purposes of grading and placement.
- Ensuring that if or when a district early warning is used, that data collected for it is not biased toward specific stereotypes tied to any specific student group (e.g., discipline data, grades, attendance patterns).

For the purposes of this guidance:

- **Multilingual learners (MLLs):** Students developing English proficiency (emergent bilingual students/English learners). Language demands are treated as individual assets, not learner deficits in planning instruction.¹¹¹
- **Gifted and Talented (G/T):** Students who require increased pace, depth, and complexity; in AI contexts, common risks are over-acceleration¹¹² without reflection and under-challenge through “fast output.”¹¹³
- **High-incidence IEP/504 needs:** Common supports (e.g., specific learning disability, ADHD/Other Health Impairments (OHI),¹¹⁴ speech-language, anxiety-related 504s). Use accessibility-first selection and civil rights-aware implementation.¹¹⁵
- **Twice-exceptional learner (2e) needs:** Careful review for and identification of areas of strength and those requiring additional supports. Special monitoring of social and emotional needs and scaffolding due to the negotiation between strengths and areas of supports.¹¹⁶

This portion of the guidance is structured to suggest:

1. Principles upon which a district or teacher can reduce bias in the selection of AI with particular attention to the instructional use of AI
2. “Cross-cutting non-negotiables” for how AI should be considered with regards to special populations and brief examples of how this applies in various contexts
3. A step-by-step sequenced set of questions for educators to “self-check” for bias during planning and delivery of instruction

The reader will note that these strategies are appropriate for **all** students and those who are charged with their care. Further, the presentation of the subsequent information does **not** assume that those who work in Illinois’ public schools are not already engaging in these practices. Rather, and what is a thread throughout this guidance, the suggestions, supports for them, and resources are an attempt at showing how AI can be integrated in ways that capitalize on its potential and minimize harm to school districts and those they serve. Put differently, the approach is to take assumptions of “**what was**” and consider “**what will be**” if AI within a district meets security and privacy requirements.

Tips to reduce bias in selecting/using AI and related technologies

- Start with function, not labels: identify how the instructional goal(s) in light of AI as a means to inform and enrich teaching and learning may be minimized if/when AI is used and what can be done to anticipate and avoid (e.g., language access, organization, reading load, anxiety coping) before selecting a tool.
- Pre-test with representative inputs: run prompts/samples reflecting your students (names, dialect features, multilingual phrasing, disability-related writing patterns) and document failure modes.¹¹⁷
- Do not treat AI outputs as verdicts: maintain human review for grading, placement, discipline, or well-being decisions.¹¹⁸
- Separate accessibility tools from answer generators: explicitly permit assistive tech; define what crosses into outsourcing thinking; teach a simple disclosure routine.¹¹⁹
- Use a least-harm default for well-being: if a tool mimics counseling or increases compulsive reliance, route students to human support pathways.¹²⁰
- Transparency norm: “If AI helped, say how; if AI made a mistake, we correct it.”
- Civil rights check before scaling: confirm the practice does not create disparate impacts and that a review/appeal process exists.¹²¹

Cross-cutting non-negotiables

AI outputs are means-based and require the insight, experiences, and knowledge about those who are the ends (i.e., students) in determining the “goodness of fit” for AI (and in light of informing instruction and enriching student experiences).

Design for variability from the start (i.e., differentiation): multiple ways to access information, express understanding, and sustain engagement.¹²²

Bias-control through pre-testing and monitoring: representative prompts, documented failure modes, and clear “do-not-use” boundaries when harms appear.¹²³

Multilingual Learners

Universal Design

AI may be beneficial for multilingual learners when it expands multiple means of representation and engagement—for example, by supporting translation, alternative explanations, vocabulary clarification, oral language supports, or culturally responsive companion resources. In this way, AI may be appropriate when it helps preserve language as an asset, broadens access to content, and supports participation across home language and English, while still requiring educator review for accuracy, bias, and consequential decisions.

High-value AI uses:

- Language access supports (clarifying directions, vocabulary supports, sentence frames) aligned to language goals—without outsourcing thinking

Common risks to anticipate:

- Translation drift (meaning/tone changes)
- Culturally confusing idioms
- AI overcorrection that flattens bilingual voice

Norms:

- Do: Require a “meaning check” (student paraphrases in own words; oral is allowed)
- Do: Use [WIDA-informed prompting](#) (grade cluster, proficiency level, language function) to avoid generic outputs
- Do not: Treat “sounds different” as suspicion; integrity concerns must be conversation-first and evidence-based

Classroom protocol – two languages, one idea

- Student drafts an idea in the strongest language (words/sketch/bullets)
- AI supports one target only (vocabulary OR sentence frame OR clarity check)
- Student discloses: “Here’s my idea, and here’s how AI helped.”

Example: A student drafts in Spanish, then uses AI to generate two sentence-frame options in English. The student chooses one and explains the meaning orally; the teacher affirms authorship and bilingual identity.

Gifted and Talented

Universal Design

AI may be beneficial for gifted and talented learners when it increases opportunities for challenge, depth, complexity, autonomy, and varied forms of action and expression. In this context, AI should be understood less as a shortcut to faster answers and more as a means to support inquiry, critique, simulation, design, and advanced production. In this way, AI may be appropriate when it extends rigor and metacognitive challenge while preserving originality and student voice.

High-value uses:

- Complexity and depth (counterarguments, critique practice, debate simulation) when the student must justify choices and reasoning

Common risks to anticipate:

- Over-acceleration without reflection
- Perfectionism/identity drift ("Was it me or the AI?")
- Confident-but-wrong outputs presented as authoritative
- Misuse in instances of enrichment (e.g., the AI application limits the engagements that are beneficial for all students)

Norms:

- Do: Require metacognition as part of the deliverable ("Why accept/reject that suggestion?")
- Do: Use AI primarily for critique/audit/providing alternative perspectives (sources, logic, counterarguments) rather than drafting final products
- Do not: Reward speed as a proxy for learning; score process evidence and intellectual honesty

Classroom protocol – AI as sparring partner

- Student writes a claim
- AI generates a strong counterclaim
- Student responds using evidence and identifies one weakness in AI reasoning

Example: A student submits a highly polished draft. The teacher shifts the task to a critique memo: where the AI overgeneralizes, where sourcing is weak/missing, and rationale and support for the student's "authentic stance."

High-Incidence Learning Disability¹²⁴

Universal Design

AI may be beneficial for students with high-incidence learning disabilities when it increases access through multiple means of representation and action and expression, such as text-to-speech, speech-to-text, visual supports, simplified explanations, executive-function supports, or alternative formats for showing understanding. AI may be appropriate when it reduces barriers to participation and communication, but it should not be treated as a substitute for educator judgment or as independent evidence about student ability, behavior, or level of need in consequential decisions.

High-value uses:

- Accessibility and executive-function supports (text-to-speech, speech-to-text, planning/checklists, chunking)

Common risks to anticipate:

- Conflating accommodations with cheating
- Using AI features that replace skill-building rather than scaffold it
- Inequitable integrity enforcement based on heuristics or automated flags

Norms:

- Do: Explicitly distinguish assistive/access tools and limits of GenAI outputs
- Do: Use gradual release: AI supports outlining/checking; student owns claims and justification
- Do not: Use AI detection or automated flags as determinative evidence; require human review and student conference

Classroom protocol – barrier → support → proof of learning

- Identify the barrier (reading load/organization/transcription)
- Select the matching support feature (text-to-speech, dictation, outline, checklist)
- Require proof of learning (oral explanation, annotated draft, mini-conference)

Example: A student with dysgraphia dictates a response (access), then uses AI to clarify sentences. The student highlights three revised sentences and explains intended meaning and why the final wording fits.

Twice Exceptional¹²⁵

Universal Design

AI may be beneficial for twice-exceptional learners when it augments student strengths while also providing scaffolding where needed. Because Universal Design for Learning begins from the premise that learner variability is expected rather than exceptional, it is especially useful in considering students whose profiles combine advanced capability with other needs. In this way, AI may be appropriate when it supports both challenge and access—for example, by enabling advanced exploration, creative production, or problem solving while also supporting organization, communication, or executive functioning.

High-value uses:

- Simultaneous enrichment (ceiling) and support (access/executive function) explicitly designed so gifts and needs are both addressed

Common risks to anticipate:

- Adults see only strengths or only challenges
- AI can mask disability needs (over-smoothing) or dilute challenge (over-simplified personalization)

Norms:

- Do: Plan with a dual lens: “raise the ceiling and lower the barriers”
- Do: Co-design AI boundaries with the student: what is scaffold versus what must remain student authored
- Do not: Assume high verbal ability implies high executive function; make planning supports explicit

Classroom protocol – Ceiling and scaffold plan document

- Column A of document: Make it more challenging (depth/novelty)
- Column B of document: Make it doable (access/structure)
- AI is permitted only for pre-approved items in Column B

Example: AI generates a lab report outline/checklist (scaffold), while the student must add original hypotheses and critique limitations (ceiling). Conference prompt: “What part is yours versus scaffold?”

Avoiding personal bias and identifying bias within AI tools under consideration

Personal bias checks (teacher self-audit)

- “What am I assuming about ability, motivation, honesty, or home support—and what evidence do I actually have?”
- “Would I respond the same way if this student’s name/voice/home language/disability status were different?”
- “What language might I inadvertently use that is ‘deficit based’? What can I replace to focus on the student as a ‘bundle of assets?’” (e.g., replace trait claims [“lazy,” “doesn’t care”] with barrier claims [reading load, processing time, language demand, sensory load].)

AI bias checks (tool audit before classroom use)

- Run 6–10 prompts that reflect your students (names, dialect features, multilingual phrasing, disability-related writing patterns)
- Look for stereotypes, lower expectations, harsher tone, unsafe well-being advice, and confident-but-wrong claims
- If the tool influences high-stakes outcomes (grading, placement, discipline, safety), require human review plus clear override and appeal processes

Implementation safeguards (during use)

- Remember: “AI may assist; humans are accountable.” Share with students how AI is used and the expectation that they disclose how they used AI.
- Even though students may engage with the same content, make clear that different supports are used so each student may show what they know in ways based upon their individual assets (e.g., interests, readiness level, and learning profile).
- Make clear with students the ongoing monitoring that is used to avoid bias and the various means through which they can share their examples of where the tool fails/harm is experienced, for whom, and under what conditions.
 - Artificial intelligence systems should not independently determine special education eligibility, student discipline outcomes, teacher evaluations, hiring decisions, or other high-stakes determinations without documented human review and district accountability processes.

Suggestions to avoid bias:

Multilingual learners

- Personal bias: do not equate English proficiency with intelligence, effort, or integrity; avoid “voice policing”
- AI bias: translation drift; tone hardening; voice erasure; culturally mis-rendered idioms
- Countermeasure: WIDA-informed prompting; meaning checks; conversation-first integrity routines

Gifted and talented

- Personal bias: avoid “they’re fine” bias (masking stress); avoid rewarding speed
- AI bias: over-polished outputs that reduce metacognition; confident-but-wrong claims framed as authoritative
- Countermeasure: metacognition as product; audit/critique tasks; authentic assessment options

High-incidence learning disability

- Personal bias: avoid character attributions for disability-related patterns; do not stigmatize accommodations
- AI bias: harsher judgment of disability-related writing; automated flags treated as proof
- Countermeasure: distinguish accessibility tools from assistive technologies and ensure that both, as appropriate, work in concert to support identified learner needs (i.e., ISBE supports the [Harrisburg Project](#) and some districts use organizations like [Infinitec](#)¹²⁶); human review and work with students to ensure a “goodness of fit” between the AI (and assistive technologies, as applicable) identified to support the student in their work
- AI as an accessibility and assistive technology support includes examples such as:
 - Speech-to-text
 - Predictive writing
 - Executive functioning supports
 - Visual supports
 - Multilingual scaffolds
 - Communication devices
 - Adaptive reading supports

Twice exceptional

- Personal bias: avoid either/or thinking (only giftedness or only disability)
- AI bias: masking needs through over-smoothing or under-challenging through simplistic personalization
- Countermeasure: ceiling and scaffold plan; authorship statements; explicit planning supports

Resources – Informed Use of AI with Special Populations¹²⁷

What follows are AI resources for supporting multilingual learners, students with IEPs/504 plans, and gifted/talented learners (Table 12: Resources for Special Populations). Final approval is a district determination based on the district's procurement, technology, and privacy review, including (as applicable) FERPA, COPPA, and Illinois SOPPA requirements.¹²⁸

For Illinois districts, SOPPA requires additional guarantees that student data is protected and used only for beneficial, school-authorized purposes, and the Illinois State Board of Education maintains a public SOPPA contracts inventory. Districts should consult legal counsel (e.g., school attorney) before approving any AI-enabled service that processes student data or could be used to create, store, or disclose education records.¹²⁹

Note: The tools and resources provided are neither endorsed by ISBE or required for district use. Rather, they are, as of the publication of this guidance document, tools and resources that are available in support of the district AI policies and the larger tenants of this guidance document. As with the development of all AI policies within a P-12 public school district, a district should consult with its legal counsel.

Table 12: Resources for Special Populations

Tool/platform	Primary population(s)	Typical use	Status¹³⁰	Key district conditions/ notes
Microsoft Immersive Reader/Learning Tools	IEP/504; multilingual learners	Reading accessibility (TTS, spacing, translation, decoding supports)	Approved	Prefer deployment within district Microsoft education environment; configure/admin-manage within tenant. ¹³¹
Microsoft Teams live captions (and translation)	DHH accommodations; multilingual learners	Real-time captions and translated captions in meetings/classes	Approved	Microsoft states caption data is permanently deleted after the meeting; confirm configuration and meeting norms. ¹³²
Snap&Read Universal (Don Johnston/ Everway)	IEP/504; multilingual learners	Reading comprehension supports and workflow tools	Approved	Vendor states student accounts can be created only via educator accounts and do not require student PII by default. ¹³³
Co:Writer Universal	IEP/504; multilingual learners	Writing support (word prediction, writing scaffolds)	Approved	Vendor states student accounts are educator-provisioned and do not require student PII by default. ¹³⁴
Read&Write (Texthelp)	IEP/504; multilingual learners	Read-aloud and writing/literacy supports	Approved	Texthelp states it has signed the Student Data Pledge and implemented COPPA-compliant data policies; still validate district DPA terms. ¹³⁵
TalkingPoints	Multilingual learners; families	Two-way multilingual family communication with translation	Approved	Use DPA; train staff not to send sensitive student record details via messaging; iKeepSafe certifications are informative but not determinative. ¹³⁶

Tool/platform	Primary population(s)	Typical use	Status	Key district conditions/ notes
Khan Academy Districts + Khanmigo	Gifted/talented; also supports scaffolding when governed	Enrichment, acceleration, tutoring-style support, advanced questioning	Conditional	Prefer district partnership pathway; avoid using AI outputs for grading/placement decisions; review tool safety features and chat visibility controls. ¹³⁷
MagicSchool	Gifted planning; IEP differentiation via teacher planning	Teacher workflow for differentiation, extensions, rubrics, drafting	Conditional	Prefer teacher-facing by default; student-facing only with explicit student-data addendum/ contract and controls; consult external evaluations as secondary input. ¹³⁸
Google Workspace with Gemini (Education)	Staff and older students (as governed)	AI assistance within Workspace for Education accounts	Conditional	Confirm edition/licensing and enterprise-grade protections; document admin settings and age/ access controls. ¹³⁹
Microsoft 365 Copilot / Copilot Chat (Enterprise Data Protection)	Staff productivity supporting differentiation	AI assistance grounded in M365 context	Conditional	Microsoft states prompts/responses and Graph-accessed data are not used to train foundation models under EDP; still enforce data-minimization rules. ¹⁴⁰
Consumer ChatGPT (individual accounts)	N/A (student-data contexts)	General chatbot use	Not Approved	OpenAI states consumer services may use content to train models unless opted out; do not use for student PII/education records absent a district agreement. ¹⁴¹

Tool/platform	Primary population(s)	Typical use	Status	Key district conditions/ notes
Consumer Gemini (personal accounts)	N/A (student-data contexts)	General chatbot use	Not Approved	Do not treat personal-account Gemini as equivalent to Gemini for Education/Workspace controls; require district-managed accounts and contracting. ¹⁴²
Third-party meeting transcription tools for IEP/ disciplinary contexts (e.g., Otter)	N/A (high-risk contexts)	Recording/ transcription of sensitive meetings	Not Approved	Treat as high-risk unless district-vetted contract/ DPA, explicit consent, and strict retention controls; unapproved tools can introduce compliance and liability risks. ¹⁴³

AI Resources, Tools, and Decision Supports

Summary

The resources shared below are, admittedly, out of date. Even so, they are the more recent and recognized resources that can serve districts as points of departure in the variety of AI considerations that are typical for districts regardless of familiarity of and comfort with AI. Put differently, the resources are possible perspectives and tools, aligned with the following four tenants, and can assist districts with the work of developing common understandings needed when considering the goodness of fit or need for AI for teaching and learning and other district operations.

1. Teaching and learning are shaped by human relationships and build upon the experiences, interests, and assets each child brings into school.
2. Schools serve multiple purposes—they are places for academic learning and support the development of the selfhood and prepare young people for participation in shared civic life.
3. Artificial intelligence is a means to inform teaching and learning.
4. Informed use of artificial intelligence requires deliberate, context-sensitive, and locally determined purpose and use.

Note: The tools and resources provided are neither endorsed by ISBE or required for district use. Rather, they are, as of the publication of this guidance document, tools and resources that are available in support of the district AI policies and the larger tenants of this guidance document. As with the development of all AI policies within a P-12 public school district, a district should consult with its legal counsel.

AI Policy – International

General

- [UNESCO – “Guidance for Generative AI in Education and Research”](#) – Global education-sector guidance on opportunities, risks, governance, integrity, and implementation considerations for generative AI
- [OECD – Recommendation of the Council on Artificial Intelligence \(OECD/LEGAL/0449\)](#) – International policy baseline for trustworthy AI (accountability, transparency, robustness, and inclusive growth)
- [UN OHCHR – CRC General Comment No. 25 \(children’s rights in relation to the digital environment\)](#) – Child-rights expectations for digital environments; useful framing for AI-enabled educational platforms and safeguards

Legal

- [European Union – Artificial Intelligence Act \(Regulation \(EU\) 2024/1689\)](#) – Binding EU AI regulation (risk-based) often used as a comparative reference for governance, transparency, and high-risk controls
- [Council of Europe – Framework Convention on AI, Human Rights, Democracy, and the Rule of Law](#) – Treaty-level human-rights-centered AI governance framework relevant to public-sector safeguards
- [UNESCO – Recommendation on the ethics of artificial intelligence](#) – Global normative ethics framework for AI (fairness, privacy, transparency, human oversight, and societal well-being)

Student SEL and Development

- [UNICEF – Policy guidance on AI for children](#) – Child-centered policy guide addressing safety, equity, privacy, agency, and well-being in AI-enabled environments

P–12 Systems

- [UK Department for Education – Generative AI in education guidance](#) – Practical national guidance for schools on safe, appropriate use and risk considerations.

AI Policy – National

General

- [U.S. Department of Education Office of Educational Technology \(OET\) – “AI and the Future of Teaching and Learning”](#) – Federal framing for K-12 adoption emphasizing human-centered design, equity, risk management, and implementation considerations
- [NIST – “AI Risk Management Framework \(AI RMF 1.0\)” \(PDF\)](#) – Risk management framework commonly used to structure governance, documentation, monitoring, and accountability for AI systems
- [National Policy Framework – Artificial Intelligence](#) – Rights-based principles (safe systems, discrimination protections, data privacy, notice/explanation, human alternatives) often mapped to public-sector uses

Legal

- [FTC – Policy Statement on Education Technology](#) – Federal consumer-protection enforcement framing for edtech (privacy, deception, unfairness) informing vendor vetting expectations
- [U.S. Department of Education – Privacy Technical Assistance Center \(PTAC\)](#) – FERPA-aligned resources supporting privacy program implementation, governance, and vendor/service-provider practices in districts
- [OMB – Memorandum M-24-10 \(PDF\)](#) – Public-sector AI governance and risk management expectations; useful as a model for district-level governance language

Student SEL and Development

- [Common Sense – AI resources](#) – Family- and educator-facing resources on youth impacts, safe use, and AI literacy; useful for SEL-adjacent implementation
- [ConnectSafely – Generative AI lesson plan \(middle school\) \(PDF\)](#) – Lesson-ready middle school resource addressing informed use, ethics, and critical evaluation

AI Policy – P-12 Systems

Superintendents

- [AASA – “Guiding AI’s Informed Use in Schools”](#) – Superintendent-facing guidance on balancing innovation and safeguards; supports district-level guidance development
- [AASA – “Leading at the Edge of Change”](#) – Leadership perspectives for district executives focused on implementation discipline and organizational sustainability

Principals

- [NAESP – “Getting Started With AI”](#) – Principal-facing starting steps (guidelines, UDL, governance conversations)
- [NAESP – “Laying the Groundwork for AI in Schools”](#) – School leader actions to take before adoption (policies, PD, guardrails, readiness)

Classroom Teachers

- [TeachAI – AI Guidance for Schools Toolkit](#) – Practical toolkit supporting school/district guidance; useful for drafting and professional learning
- [NCTM – Position statement: artificial intelligence and mathematics teaching](#) – Discipline-specific guidance on opportunities and limits for math instruction using AI tools
- [NCTE \(ELATE\) – Position statement on generative AI in English teacher education](#) – ELA-focused recommendations that translate to secondary writing, authorship, integrity, and literacy expectations

Students

- [Day of AI \(MIT RAISE\) – Curriculum resources](#) – Free, ready-to-teach AI literacy units with grade-band filters; supports responsible-use discussion
- [Common Sense Education – AI literacy lessons \(Grades 6–12\)](#) – Short lessons emphasizing informed use, social impacts, and critical thinking for secondary learners

School Boards

- [NSBA – AI Smart Certification](#) – Board development program supporting informed governance and oversight of AI initiatives
- [CSBA – “AI Roadmap Facilitation Guide” \(PDF\)](#) – Structured governance-team facilitation guide to set values and define an AI roadmap

Advocates

- [EDSAFE AI Alliance](#) – Coalition resources and convenings focused on safe, equitable, and trusted AI adoption in education
- [TeachAI – “Guidance for AI in Education: A Landscape Analysis”](#) – Scan of existing guidance and gaps; useful for advocacy briefs and drafting teams

Community

- [Digital Promise – Community learning about AI](#) – Community engagement reflections and themes from district work; helpful for designing local engagement and messaging
- [Common Sense – AI resources for families](#) – Family-facing materials on youth impacts and safe use; supports community-facing communication

Special Populations

More specific implementation guidance following the broader role-based resources above.

Multilingual Learners

- [IDRA – “Artificial Intelligence for the Bilingual Educator – Infographic”](#) – Practical, bilingual-education-focused overview of instructional use cases and safeguards
- [Massachusetts DESE – Artificial intelligence in K–12 schools \(resource hub\)](#) – Educator-facing AI literacy resources and companion materials that can be adapted for multilingual learner contexts

Students with Disabilities (IEP/504)/Special Education

- [CAST – Artificial Intelligence & UDL](#) – UDL-aligned guidance for using AI to reduce barriers and expand options for representation, engagement, and expression
- [CAST – 5 Ways AI & UDL Work Better Together \(PDF\)](#) – Practitioner-ready examples linking AI supports to inclusive-design principles
- [Council for Exceptional Children \(CEC\) – CEC Webinar | AI Demystified](#) – Special-education practitioner overview of AI tools, legal/ethical issues, and classroom implications
- [CIDDL – Artificial Intelligence in Special Education Teacher Preparation \(recorded webinar series\)](#) – Research-to-practice sessions focused on informed use of AI in special education preparation

Gifted and Talented/Twice Exceptional

- [National Association for Gifted Children \(NAGC\) – Using Artificial Intelligence to Transform Curriculum for Gifted Students and for Teachers](#) – Gifted-education framing for AI-enabled differentiation while preserving rigor and critical thinking
- [Ronksley-Pavia et al. – Experimenting With Generative AI to Create Personalized Learning Experiences for Twice-Exceptional and Multi-Exceptional Neurodivergent Students](#) – Research article exploring GenAI-informed approaches for 2e learners and human-centered implementation considerations

Cross-cutting Civil-Rights Equity Lens

- [U.S. Department of Education Office for Civil Rights \(OCR\) – Avoiding the Discriminatory Use of Artificial Intelligence \(PDF\)](#) – Federal civil-rights resource for preventing discriminatory impacts of AI-enabled tools and processes

Model Policies – District-wide, AUP, IUP

District-wide AI Policy

- [Oklahoma State Department of Education – Model Policy: AI Use in Schools \(PDF\)](#) – Education-agency-issued model policy template that districts can adapt as a board/district AI policy framework
- [Wyoming Department of Education – Guidance for AI Policy Development \(PDF\)](#) – District policy-development guide addressing instruction, operations, and stakeholder expectations
- [Chicago Public Schools – AI Guidebook \(PDF\)](#) – Large-district guidebook covering governance, staff guidance, vendor considerations, and implementation practices

Authorized Use Policy

- [Los Angeles Unified School District – Guidelines for the Authorized Use of AI \(Policy Bulletin PDF\)](#) – District bulletin defining authorized AI use expectations, constraints, and responsibilities
- [Township High School District 211 \(IL\) – Guidelines for Staff Use of AI \(PDF\)](#) – Staff authorized-use conditions and safeguards; adaptable as an authorized-use layer

Informed Use/Responsible Use Policy

- [Los Angeles Unified School District – Responsible Use Policy \(RUP\)\(PDF\)](#) – RUP model with safety, integrity, and compliance framing for technology/network use (applicable as an AI-aligned RUP layer).
- [Example district policy – Generative AI-related board policy language \(PDF\)](#) – Example of how districts frame approved purposes, legal compliance, and responsible AI use expectations in a board-policy instrument

Community Engagement Toolkits and Resources

- [IAP2 – Spectrum of Public Participation](#) – Framework for selecting engagement strategies (inform, consult, involve, collaborate, empower) and setting stakeholder expectations
- [CSBA – “AI Roadmap Facilitation Guide”\(PDF\)](#) – Governance-team facilitation resource that can be repurposed into community engagement sequencing
- [Digital Promise – “What are District Leaders Learning from Their Community About AI?”](#) – Lessons learned for conducting community conversations, surfacing values, and communicating safeguards

Stakeholder Mapping and Constituency Building Toolkits and Resources

- [Policy Power Tools – Stakeholder analysis](#) – Templates and guidance for stakeholder power analysis and engagement planning
- [DUF – Power map and stakeholder analysis \(PDF\)](#) – Worksheet-style tool for mapping relationships, influence, and leverage points
- [International Budget Partnership – Stakeholder analysis \(PDF\)](#) – Structured worksheet for identifying constituencies, interests, and engagement strategies

Resources Aligned to Student Data Security Laws (Federal and Illinois)

Cross-cutting (Privacy Policy, Contracting, and Governance)

- [ISBE – Privacy policy resources](#) – Illinois hub linking privacy policy resources and compliance-oriented materials
- [ISBE – Student data privacy overview](#) – State overview that districts can cite/link as a compliance starting point
- [CoSN – Trusted Learning Environment \(TLE\) Seal](#) – Evidence-driven privacy program framework for district privacy maturity and communications
- [Learning Technology Center of Illinois – SDPC/ISPA](#) – Illinois-managed infrastructure for SOPPA-aligned DPAs and vendor agreement workflows
- [SDPC – IL-NDPA example agreement \(PDF\)](#) – Example Illinois National DPA variant used for SOPPA compliance workflows

For Operational and Administrative Uses

- [NIST – “AI Risk Management Framework \(AI-RMF\) 1.0” \(PDF\)](#) – Use to define governance controls and approval thresholds for operational AI tools
- [FTC – Policy statement on education technology](#) – Vendor-facing enforcement expectations relevant to administrative/operational tools
- [Illinois DoIT – Generative AI Task Force report \(PDF\)](#) – Illinois public-sector recommendations for governance, safety, privacy, and risk management

For Instructional Uses (Grades 6–8 and 9–12; content-specific where available)

- [Royal Society of Chemistry – AI in the Chemistry Classroom \(collection\)](#) – Chemistry teaching examples plus guidance on limitations and appropriate use (secondary)
- [iCivics – Civic digital literacy](#) – Civics-ready lessons on misinformation and evaluation skills applicable to AI-generated content
- [American Historical Association – “Guiding Principles for AI in History Education”](#) – Discipline-specific guidance for responsible classroom use and local policy alignment in history
- [NAfME – AI guiding principles \(PDF\)](#) – Music-educator guidance on creativity, ethics, and responsible classroom use of AI tools
- [NAEA – Position statement on AI and AI-generated imagery in visual arts education](#) – Visual arts guidance on authorship, ethics, and informed use of generative imagery tools
- [Day of AI \(MIT RAISE\) – Curriculum resources](#) – Cross-content AI literacy units that can be embedded into science, humanities, and arts courses

Illinois-Specific AI References and Resources

Illinois Legal and Compliance Statutory Anchors

- [Illinois General Assembly – SOPPA \(105 ILCS 85\)](#) – Illinois student data privacy law governing vendor obligations, agreements, and covered information
- [Illinois General Assembly – Illinois School Student Records Act \(105 ILCS 10\)](#) – Illinois student records requirements relevant to AI uses that touch education records or record-derived information

ISBE Resources

- [ISBE – Privacy policy resources](#) – ISBE’s privacy resource hub (district-facing references and links)
- [ISBE – Student data privacy overview](#) – ISBE overview page districts can cite/link in local policies and guidance

Illinois P–12 School District Examples – AI Policies

- [Chicago Public Schools – “AI Guidebook” \(PDF\)](#) – Illinois large-district guidance artifact used as a comparative implementation reference
- [Illinois DoIT – Generative AI Task Force report \(PDF\)](#) – State public-sector recommendations supporting board/superintendent framing on safety, privacy, and governance

- [Illinois Principals Association – Use of artificial intelligence procedure \(PDF\)](#) – Building-level student handbook procedure model adaptable to authorized/informed use expectations

Illinois Student Data Privacy

- [Learning Technology Center of Illinois – SDPC/ISPA](#) – Illinois-managed infrastructure for SOPPA-aligned DPAs and vendor agreement workflows

AI for Operations and Instruction

Districts must verify, document, and continuously monitor compliance with applicable federal and Illinois requirements before approving any AI tool or feature for operational or instructional use. This includes (as applicable) SOPPA (105 ILCS 85), the Illinois School Student Records Act (105 ILCS 10), FERPA, COPPA, PPRA, and relevant board policies and procurement rules. Nothing in this document constitutes legal advice. Districts should consult legal counsel and their data privacy officer before approving tools, enabling AI features, or changing data-sharing practices. The subsequent list reflects tools that are commonly considered for district use and may be eligible for approval when procured and configured under district terms.

District AI Applications for Operational Use

Productivity

- Microsoft 365 Copilot/Copilot Chat (Microsoft 365) – Operational benefits: drafting and summarizing communications; meeting recap/action items; spreadsheet and presentation acceleration; policy and procedure drafting support
- Google Workspace with Gemini (Education/Workspace editions) – Operational benefits: drafting/summarizing across Docs/Gmail/Drive; translation and plain-language conversion; summarization of internal documents and notes
- Zoom AI Companion (Zoom Workplace) – Operational benefits: meeting summaries; decisions; action items; searchable recaps to support cabinet, project, and coordination workflows
- Enterprise conversational AI (e.g., ChatGPT Enterprise/Edu, enterprise API deployments) – Operational benefits: first-pass synthesis; memo drafting; rubric/procurement language drafting; translation and stakeholder communications scaffolding (with strict “no PII” rules and human verification)

Communications and translation

- Canva for Education/district Canva licensing – Operational benefits: rapid creation of district-branded communications; accessible templates; multilingual family materials; controlled access to AI design features, as permitted
- Adobe Firefly/Adobe Express (enterprise/education licensing) – Operational benefits: rapid creation of compliant visual assets and media variants; supports accessibility and multilingual workflows
- Grammarly for Education/Grammarly Business – Operational benefits: clarity, tone, and revision support for staff communications; consistency in public messaging

Family engagement and communications

- ParentSquare (where district-enabled AI features exist) – Operational benefits: faster drafting and translation of family communications; consistency of tone; improved reach and accessibility
- TalkingPoints – Operational benefits: two-way messaging with translation support; improved multilingual family engagement; attendance and routine communications efficiency

IT service management

- ServiceNow (Now Assist) – Operational benefits: faster ticket triage, knowledge article drafting, and workflow automation for IT and enterprise services (where adopted)
- Zendesk (AI features) – Operational benefits: ticket summarization, suggested responses, and routing to reduce staff time
- Freshservice/[Freshworks](#) (AI features) – Operational benefits: IT ticket triage, routing, and response drafting (where adopted)

Core administrative platforms

- Student Information Systems (SIS), Learning Management Systems (LMS), and analytics platforms that add AI-enabled modules – Operational benefits: reporting efficiencies, workflow streamlining, and insight generation. Vet each module separately (data touched, subprocessors, retention).
- Identity/rostering/SSO platforms – Operational benefits: centralized app approval, access controls, and visibility into data-sharing pathways (supports governance of AI tools and add-ons)

District AI Applications for Instructional Use

Teacher-facing tools (planning, differentiation, feedback, productivity)

- [MagicSchool](#) (teacher workflow) – Typical uses: lesson planning, differentiated materials, draft rubrics, parent communications, activity ideas. Primary users: teachers.
- [Brisk Teaching](#) (teacher workflow) – Typical uses: feedback drafting, leveled supports, instructional resource generation. Primary users: teachers.
- [Diffit](#) (differentiated texts/materials) – Typical uses: generate leveled readings and scaffolds aligned to objectives. Primary users: teachers.
- [Curipod](#) (interactive lesson creation) – Typical uses: create and adapt interactive lesson elements and prompts. Primary users: teachers (student participation via teacher-run activities).
- [Microsoft 365 Copilot](#)/[Google Gemini](#) (teacher productivity inside district suites) – Typical uses: draft lesson sequences, exemplars for critique, communication drafts, and differentiated versions of materials (with verification and local policy guardrails)
- [Grammarly for Education](#) (where approved) – Typical uses: writing revision support and feedback consistency; professional writing support for educators
- [Wayground \(formerly Quizizz\)](#) – Typical uses: interactive practice and formative assessment; teacher-created or standards-aligned activities with reporting
- [Canva for Education](#) – Typical uses: design/creation suite (presentations, posters, infographics) with AI-assisted features; supports student creation workflows

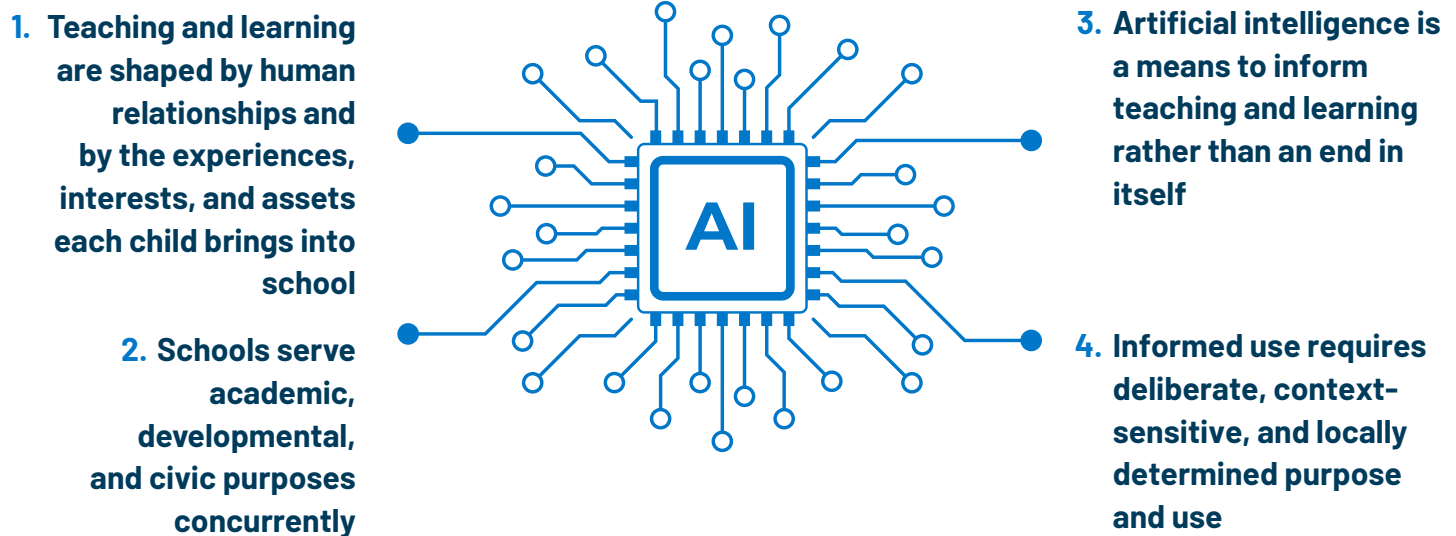
- [ChatGPT \(OpenAI\)](#) – Typical uses: planning support, feedback on rubrics/examples
- [Khan Academy](#) – Typical uses: skill diagnostics, progress monitoring, standards-aligned practice, videos, and teacher/coach tools
- [CodeAI](#) – Typical uses: AI and computer science curriculum and learning platform (including Hour of Code and classroom management features)
- [Edutopia](#) – Typical uses: Practice-facing education journalism and resources on teaching, learning, and school improvement

Student-facing tools (guided practice, tutoring-style supports, creation)

- [Khanmigo \(Khan Academy\)](#) – Typical student uses: guided tutoring and practice; explanation prompts; metacognitive coaching. Also supports teachers depending on plan.
- [SchoolAI \(structured classroom AI spaces, where adopted\)](#) – Typical student uses: guided dialogues, practice, and structured activities with teacher oversight and guardrails
- Writing support tools approved for students (district-controlled editions) – Typical student uses: drafting and revision support; clarity and organization (often paired with explicit citation/authorship expectations)
- Creation/design tools (e.g., [Canva for Education](#), [Adobe Express](#)) – Typical student uses: create products demonstrating learning (posters, slides, videos, scripts/storyboards) with teacher-defined rules for AI use and attribution
- [Wayground \(formerly Quizizz\)](#) – Typical student uses: participation via join codes; ensure district-approved rostering and privacy settings
- [ChatGPT \(OpenAI\)](#) – Typical student uses: student study support with clear guardrails and verification routines
- [CodeAI](#) – Typical student uses: engagement through standards-aligned computer science and AI instruction; CS and AI coding practice

Final Considerations and Next Steps

The purpose of the guidance is to provide cases, frameworks, and suggestions for how to approach the work of informed integration of AI in school district practices. This integration, and reflection upon it, deliberately emerges from the belief that *AI is a means* to improve teaching and learning and not an *end* in and of itself. As supported throughout the guidance:



Stated differently:

- The purpose of any selection and implementation of an educational technology is to enrich student experience and afford them the opportunity to develop and enrich their sense of self as an individual as well as a participant in multiple communities.
- Familiarity of AI concepts relevant to district leaders, teachers, students, families/caregivers, and community members/advocates is likely very different. Selecting a set of concepts and providing suggestions of why these matter in light of AI use in P-12 educational settings is an important point of departure in developing common understandings and subsequent identification of purpose/use.
- Any consideration of the possibility for and benefits of AI use to inform teaching and learning practices should use a recognizable framework in order to compare current instructional planning without AI in contrast to when AI is incorporated.
- Regardless of benefits of and limitations for AI in P-12 educational settings, “prework” internal to a district and then outside of it to develop common understandings of purpose(s) and use(s) is critical. The means for and cadence of this work is deliberate and requires coalition building to maximize use for instructions and operations within a district.
- Once purpose(s) and use(s) are clear with different audiences, considerations of specific applications should focus on informing instruction and enriching student experience, and creating efficiencies in and for district and school operations by ensuring compliance with federal and state laws and regulations through district policy development.

- Whereas district policies are necessary to frame the landscape of engagement for districts and schools, these engagements take place in classrooms. Providing students and teachers opportunities to consider the “ethical uses” of AI, inclusive of special populations and in developmentally appropriate ways, is important.

The Illinois AI Guidance treats AI as a means to strengthen student learning, well-being, equity, and operational reliability—never as an end in itself. From the outset, districts must balance decisions about AI and AI-enabled decisions upon purpose, use, and outcomes, with an explicit expectation that districts surface tradeoffs, anticipate unintended consequences, and articulate how AI-enabled decisions support human flourishing even when or if the initial motivation is efficiency.

To reiterate another theme from this guidance, the teacher possesses the professional knowledge to appropriately make decisions about what particular students require to learn content and, more importantly, develop a sense of “Self” through engagements that build upon the numerous assets that they bring into the classroom. The “Self” is a bundle of assets that each child brings to their engagements inside and out of school. Those closest to the child, their interests and preferred ways of engaging in them, are critical in supporting the engagements and subsequent reflections upon them that are essential in healthy development as an individual and participant in multiple communities within and outside of schools. To be sure, the school is a common place in which a child can “try on” different identities through engagement with others and academic content. These engagements, while they may include AI in some instances, cannot replace and should not replace the interpersonal engagements that are part of the school day.

AI is neither a replacement for student-teacher engagement nor a shortcut to instructional delivery of the ways in which a student may show understanding. AI can, however, extend access to feedback, translation, drafting supports, and planning efficiencies—while honoring the centrality of and importance for teacher expertise and student agency demonstrated in the everyday interactions in which teaching and learning occur. It is through these “real” engagements with “real” people that a sense of “Self” emerges. AI is likely an unavoidable part of these engagements; thus, vigilance of its use *in support of* the healthy development of a child is necessary.



Appendices

Appendix: Acronym Glossary

Acronym	Reference
2D	Two-dimensional
2e	Twice Exceptional Learner
A&K	Anderson & Krathwohl
AASA	The School Superintendents Association
ADA	Americans with Disabilities Act
ADHD	Attention-Deficit/Hyperactivity Disorder
AFT	American Federation of Teachers
AI	Artificial Intelligence
AI RMF	AI Risk Management Framework
AI4ALL	Stanford Institute for Human-Centered Artificial Intelligence and Stanford Pre-Collegiate Studies – Artificial Intelligence for All
AI4K12	AI for K-12 Initiative
AIML	Artificial Intelligence Markup Language
APA	American Psychological Association
API	Application Programming Interface
ASCA	American School Counselor Association
AUP	Acceptable Use Policy
AWE	Automated Writing Evaluation
BIA AI	Be Internet Awesome AI Literacy Guide
CASEL	Collaborative for Academic, Social, and Emotional Learning
CAST	Center for Applied Special Technology
CCSS	Common Core State Standards
CDC	Centers for Disease Control and Prevention
CEC	Council for Exceptional Children
CGCS	Council of the Great City Schools
CIDDL	Center for Innovation, Design, and Digital Learning
CIPA	Children’s Internet Protection Act
CISA	Cybersecurity and Infrastructure Security Agency – National Coordinator for Critical Infrastructure Security and Resilience
CODAP	Common Online Data Analysis Platform
COPPAv	Children’s Online Privacy Protection Rule
Core/NLP	Stanford CoreNLP

Acronym	Reference
CoSN	Consortium for School Networking
CRISPR	CRISPR-Cas9
CS Discoveries	Computer Science Discoveries Curriculum
CSBA	California School Boards Association
CV	Computer Vision
DESE	Massachusetts Department of Elementary and Secondary Education
DIG or COR/DIG	Civic Online Reasoning – Digital Inquiry Group
DND schedule or DND routine	Do Not Disturb
DoIT	Illinois Department of Innovation & Technology
DPA	Data Privacy Agreement
DUF	Danish Youth Council
ED	U.S. Department of Education
EDP	Enterprise Data Protection
ELA	English Language Arts
EU	European Union
FCRA	Fair Credit Reporting Act
FERPA	Family Educational Rights and Privacy Act
FOIA	Freedom of Information Act
FTC	Federal Trade Commission
G/T	Gifted and Talented
GenAI	Generative Artificial Intelligence
GLBA	Gramm-Leach-Bliley Act
HAI-K-12	Stanford University Human-Centered Artificial Intelligence K-12
HIPAA	Health Insurance Portability and Protection Act
HSS	High School: Statistics & Probability
IAP2	International Association for Public Participation
IBM P-TECH	International Business Machines Pathways in Technology Early College High School
IDRA	Intercultural Development Research Association
IHE	Institution of Higher Education
IL-NDPA	Illinois National Data Privacy Agreement
ILS	Illinois Learning Standards
IPA	Identity Protection Act
IRB	Institutional Review Board

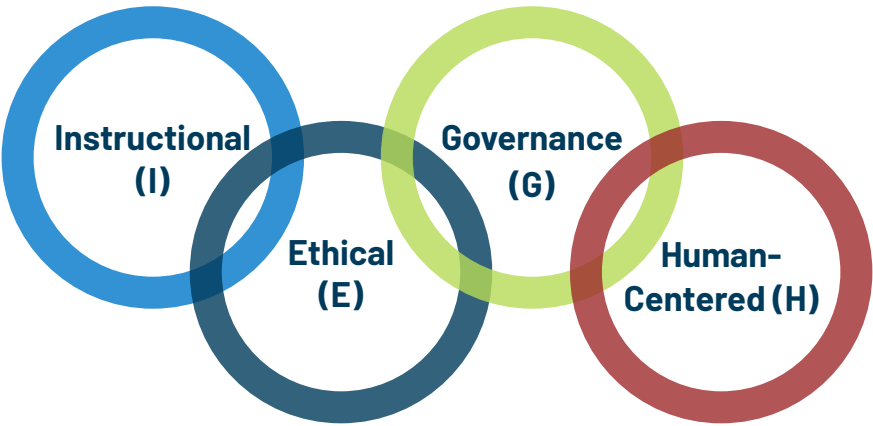
Acronym	Reference
ISSRA	Illinois School Student Records Act
IUP	Informed Use Policy
K-12	Kindergarten through 12th Grade
LMS	Learning Management System
LTI	Learning Tools Interoperability
MHDDCA	Illinois Mental Health and Developmental Disabilities Confidentiality Act
MIT RAISE	Massachusetts Institute of Technology – Responsible AI for Social Empowerment and Education
ML	Machine Learning
MLL	Multilingual Learner
MOF	Model Openness Framework
MOU	Memorandum of Understanding
NAEA	National Art Education Association
NAESP	National Association of Elementary School Principals
NAfME	National Association for Music Education
NAGC	National Association for Gifted Children
NAMI	National Alliance on Mental Illness
NCMEC	National Center for Missing & Exploited Children
NCTE/ELATE	National Council of Teachers of English/English Language Arts Teacher Educators
NCTM	National Council of Teachers of Mathematics
NDPA	National Data Privacy Agreement
NEA	National Education Association
NGSS	Next Generation Science Standards
NIST	National Institute of Standards and Technology – U.S. Department of Commerce
NLP	Natural Language Processing
NSBA	National School Boards Association
NSF	National Science Foundation
OCR	U.S. Department of Education Office for Civil Rights
OCR	Optical Character Recognition
OECD	Organisation for Economic Co-operation and Development
OET	U.S. Department of Education Office of Educational Technology
OHI	Other Health Impairment
OMB	White House Office of Management and Budget
OSD	Open Source Definition

Acronym	Reference
OSDE	Oklahoma State Department of Education
OSI	Open Source Initiative
OSTP	White House Office of Science and Technology Policy
PD	Professional Development
PII	Personally Identifiable Information
PIPA	Illinois Personal Information Protection Act
PL	Professional Learning
PLC	Professional Learning Community
PPRA	Protection of Pupil Rights Amendment
PTAC	U.S. Department of Education Privacy Technical Assistance Center
P-TECH	International Business Machines Pathways in Technology Early College High School
RACI	Responsible, Accountable, Consulted, Informed
RFPA	Right to Financial Privacy Act
RPP	Research-Practice Partnership
RUP	Responsible Use Policy
SDPC	Student Data Privacy Consortium
SDPC/ISPA	Student Data Privacy Consortium/Illinois Student Privacy Alliance
SEL	Social and Emotional Learning
SIS	Student Information Systems
SOP	Standard Operating Procedure
SOPPA	Illinois Student Online Personal Protection Act
SSO	Single Sign-On
UDL	Universal Design for Learning
UN OHCHRv	United Nations Office of the High Commissioner Human Rights
<u>UN OHCHR – CRC</u>	Committee on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
USB	Utah State Board of Education
WA OSPI	Washington Office of Superintendent of Public Instruction
WCAG	Web Content Accessibility Guidelines
WIDA	University of Wisconsin-Madison
WVDE	West Virginia Department of Education

Appendix: Key AI Concepts for Teaching, Learning, and Governance

This appendix presents a shared, plain-language set of essential artificial intelligence concepts for administrators, teachers, students, and community and advocacy stakeholders. The information is another way of framing considerations of purpose of and use for artificial intelligence in P-12 settings while preserving the human relationships, professional judgment, equity, privacy, transparency, and accountability foundational to effective education.

Guiding questions are organized under four lenses:



Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Machine Learning Machine learning finds patterns in data to make predictions or recommendations; accuracy depends on training data, not understanding.	What decision will it inform, and what human evidence must confirm it?	Who might be misclassified, and how will disparate impact be monitored?	What documentation, approvals, and review cycle govern use and updates?	How do we avoid treating outputs as final decisions?
Generative Artificial Intelligence (GenAI) GenAI produces new text, images, or other content from learned patterns and requires human review.	Which uses are allowed vs. prohibited to protect evidence of learning?	What safeguards prevent biased, unsafe, or inappropriate content from being used?	What is logged, what can be deleted, and is data excluded from training?	How does use strengthen (not replace) educator feedback and relationships?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Natural Language Processing (NLP) NLP enables computers to work with human language (text/speech) for tasks like translation, summarization, transcription, and analysis of written responses; results depend on data patterns and can be wrong or biased.	Where is human review required before using NLP outputs for grading, placement, discipline, or support decisions?	How will we check for bias (dialects, multilingual learners, disability-related language differences) and reduce harm from mis-interpretation?	What rules govern capture/retention of text and audio (transcripts), approved sources, vendor access, and audit logs?	How will we communicate limits to users (students/families/staff) and ensure NLP supports—not replaces—educator judgment and student voice?
Computer Vision (CV) Computer vision enables computers to interpret images/video (e.g., object detection, OCR, scene analysis); performance varies with lighting, angle, image quality, and training data and can create privacy risks.	For what purposes is CV appropriate (accessibility/OCR, instructional analysis) vs. inappropriate (high-stakes monitoring), and what verification is required?	How do we prevent surveillance, profiling, or inference of sensitive traits (race, disability, emotion, behavior) from images/video?	What rules govern image/video capture, retention periods, access permissions, sharing, and whether biometric identification is prohibited or restricted?	How will families/students be notified, consent be handled when needed, alternatives be offered when feasible, and escalation to a human be ensured?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Vibe Coding Vibe coding is an AI-assisted approach to software creation in which a user describes what they want and the AI generates, revises, and debugs the code through a conversational process rather than through line-by-line programming.	In what circumstances might vibe coding support developmentally appropriate and standard-aligned instructional goals?	When does the use of vibe coding “deform” the teacher-student interactions that ground teaching and learning?	How are the outputs of vibe coding evaluated and monitored for goodness of fit in light of student privacy?	How might vibe coding inform instructional delivery and enrich student engagement?
Agentic AI Agentic AI systems can pursue a goal with limited supervision by planning multi-step work, using tools or connected systems, drawing on memory or context, and taking actions on a user’s behalf.	Which instructional tasks, if any, can be accentuated through the use of agentic AI?	Within a P-12 school system, what are spaces where agentic AI can be used in ways aligned with and monitored within current district capacity?	What are explicit policy guardrails that must be in place for informed use of agentic AI?	What is the cadence of monitoring of agentic AI outputs by those charged with its oversight to ensure goodness of fit to identified purpose/use?
Hallucinations Hallucinations are AI-generated outputs that are presented as factual but are inaccurate, fabricated, or unsupported by evidence.	When AI is used for any specific instructional purpose(s), what are the potential hallucinations that could result?	When AI is used within a P-12 school system, how and through what means will those charged with its oversight identify and minimize/eliminate hallucinations?	What policies are necessary to explicitly show how a school district will grapple with the ever-present possibility of hallucinations?	What are developmentally appropriate means through which to introduce the possibility of hallucinations and the need to monitor for them as part of teaching students about informed use of AI?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Open-Source AI Some AI models release code or weights so districts can host or adapt them. This increases local control but shifts more safety and quality work to the adopter.	Where does open hosting or local adaptation improve learning or access (not just convenience), and what evidence will we use to judge impact?	What safety and equity checks are required before use (bias, harmful content, hallucinations), and who is accountable for running them?	Who owns updates, security, logging, and incident response, and what approvals are required before changes go live?	How do we ensure the tool supports teacher judgment and student agency and does not replace relationship-based feedback?
Closed AI (proprietary/vendor-controlled) Closed AI includes vendor tools or APIs where the underlying model is not inspectable. Districts rely on disclosures, contracts, and evaluation.	Which tasks can be supported by the vendor tool, and which decisions must remain teacher-led (e.g., grading, placement)?	What privacy and equity risks exist if the system is opaque, and how will we monitor disparate impact?	What contract terms require transparency, data protections, change notices, and evaluation or audit rights?	How will we explain limits to staff, students, and families so it feels like support, not monitoring or judgment?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Informed Use of AI Informed use means using AI with a clear educational purpose, with attention to context, and with recognition that artificial intelligence is a means to inform teaching and learning rather than an end in itself. At minimum, informed use requires that AI be evaluated in light of what it is meant to support, for whom, under what conditions, and with what safeguards.	What are the desired instructional outcomes, and how might the use of AI support these, if at all?	In what ways might the AI support students in their work and afford them opportunities to reflect upon how the use is (or is not) appropriate/helpful?	For all proposed AI, what are the federal and state requirements that the district must uphold, and how must staff and students be made aware of what constitutes informed (and appropriate) use?	What professional learning or other professional development and training are necessary for staff and students in order to operationalize the notion of “informed use of AI” as a habit of mind?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Bias, Fairness, and Equity Bias is when AI produces systematically unequal outcomes due to data, design, or context.	How will outputs be treated as hypotheses alongside multiple measures?	What equity checks occur before adoption and during use?	Who monitors, reports, and remediates issues?	How is community input built into fairness expectations?
Deepfakes and Synthetic Media Deepfakes are AI-made or altered media that convincingly misrepresent people or events.	How will students learn to verify authenticity and label synthetic media?	What consent and harm-prevention rules apply to likeness or voice?	What reporting and response process addresses impersonation or harassment?	What supports help harmed people and rebuild trust?
Chatbot A chatbot is a conversational tool that answers questions or helps complete tasks using rules and/or AI models; it can be incorrect and requires human oversight.	When is chatbot support appropriate (practice, feedback, guidance) vs. inappropriate (grading, high-stakes decisions), and how will outputs be verified?	How will we reduce biased or unsafe responses and prevent the bot from giving harmful, inappropriate, or inequitable guidance?	What data may be entered, what is logged/retained, what content sources are approved, and who is responsible for monitoring and updates?	How will the chatbot route users to a human when needed and preserve relationships, professional judgment, and student agency?
Privacy and Data Stewardship Privacy and data stewardship involve the responsible collection, use, protection, and retention of data.	What safe-prompting rules prevent sharing PII and minimize data?	How are dignity and family expectations honored in data practices?	How is SOPPA-aligned contracting and compliance verified over time?	How are practices explained in plain language with responsive support?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Transparency Transparency means people can see when AI is used, what it does, and its limits and safeguards.	How will students learn tool limits and uncertainty to support critical thinking?	How do we prevent hidden AI use from disadvantaging students?	What disclosures and documentation make use visible and reviewable?	How is transparency paired with two-way dialogue to build trust?
Validity and Reliability Validity is whether it measures what it claims; reliability is whether it performs consistently.	What local evidence shows it works in our context (not just vendor claims)?	What uses, especially high-stakes uses, are prohibited until validity is demonstrated?	What pilot metrics and re-authorization or sunset process apply?	How can users report issues and see timely changes?
Safety and Well-Being Safety and well-being address emotional, developmental, and social harms that AI could cause.	What norms teach safe use and when to seek adult help?	How are potential harms monitored and mitigated, especially for vulnerable students?	What incident response covers harmful outputs and escalation to supports?	How do caring adults remain central to guidance and support?
Security and Resilience Security and resilience are the protections that prevent misuse and support safe recovery after incidents.	What routines teach secure behavior (accounts, phishing, reporting)?	How do controls protect students without creating inequitable barriers?	How does procurement require secure-by-design and align to K-12 guidance?	How are incidents communicated transparently while supporting those affected?
Explainability and Interpretability Explainability and interpretability describe how well people can understand why a system produced an output.	What explanation is needed to guide instruction beyond a score?	When explanations are limited, what safeguards prevent misuse or over-trust?	What requirements and testing ensure explanations are usable and accurate?	How do educators model inquiry and teach students to question outputs?

Concept	Instructional (I)	Ethical (E)	Governance (G)	Human-centered (H)
Accountability and Redress Accountability and redress keep humans responsible and ensure mistakes can be corrected.	What records show human rationale when AI influences decisions?	How is redress accessible to all families with clear timelines?	Who owns complaints and corrections, and what appeal process ensures human review?	How does the district repair trust through transparent corrective action?
Intersubjectivity Intersubjectivity is shared meaning built through interaction, context, and trust.	Where is dialogue essential (i.e., AI cannot substitute)?	How do we protect student voice, agency, and culturally responsive communication?	What guardrails limit AI mediation in sensitive conversations and define acceptable uses (e.g., translation)?	How do we sustain relational trust so people feel seen and understood?
Human Nature – How People Learn People learn through relationships, practice, feedback, and meaning-making; motivation and emotion matter.	How will AI support practice and feedback without bypassing productive struggle?	How do we avoid designs that manipulate attention, undermine autonomy, or increase harm?	What instructional expectations define appropriate use across curriculum, assessment, and MTSS?	How do we keep caring adults and belonging at the center of learning?
Theory of Mind Theory of mind is recognizing others have their own thoughts, feelings, and perspectives; AI can mimic empathy but does not understand.	Where must educators rely on direct evidence of student thinking and well-being, not AI inferences?	How do we prevent mental-state inferences from becoming labels or stigma?	What limits restrict emotion detection or risk flagging without validity, consent, and human review?	How do we reinforce that empathy and care are human responsibilities?

Key references:

- [NIST AI RMF 1.0](#);
- [U.S. ED OET AI Report \(May 2023\)](#);
- [UNESCO GenAI Guidance \(2023\)](#);
- [SOPPA \(105 ILCS 85\)](#);
- [NIST Privacy Framework](#);
- [NIST CSF 2.0](#);
- [CISA K-12 Cybersecurity Toolkit](#);
- [FTC AI Impersonation Protections](#)

Appendix: AI Uses by Grade Band (PK–12)

Lesson Planning With and Without AI

*Compliance note: A tool is not automatically compliant with FERPA/SOPPA/COPPA/CIPA by being “free.” Actual compliance depends on district approval, executed agreements (e.g., SOPPA DPA where required), vendor terms, and how the tool is configured and used (including what student data is entered).

Early Elementary (PK–2) – Read-Aloud + Picture/Text Evidence

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Knowledge/Remember			
Who/what/where do you see it on this page?	Teacher planning: Pre-build a page-by-page “evidence hunt” bank (2–3 who/what/where questions + “Show me the clue”). Create WHO/WHAT/WHERE icon cards + a quick teacher checklist for evidence-language.	Anchors attention to the text/illustrations and builds the habit of pointing to evidence; structured prompts increase participation.	ChatGPT for Teachers (teacher planning); Google Docs/Slides (prompt bank/icons); print icon cards.
What words did we hear? Point/label them.	Teacher planning: Generate 5–8 target words with kid-friendly definitions + gestures; create picture + word cards and word-only cards for differentiation (teacher verifies).	Makes vocabulary discovery active and playful; supports oral language and repeated exposure without disrupting the read-aloud.	ChatGPT for Teachers (teacher planning); Canva for Education or Google Slides (word cards); print for centers.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Comprehension/Understand			
Tell it back in your own words.	Teacher planning: Draft 3 scaffold options—(1) 3-panel storyboard template, (2) sentence stems (“First/Then/Finally”), (3) key-details strip (who/where/what).	Reduces cognitive load so students focus on meaning; increases the number of students able to retell with confidence.	ChatGPT for Teachers (teacher planning); Google Slides/Docs (templates); Canva for Education (optional).
Why do you think that happened? (Use the picture.)	Teacher planning: Prepare 3 evidence stems (“I think... because I see...”)+ 3 teacher re-directs (“Show me the part...”, “Which clue: color/place/action?”, “Does the text match?”).	Strengthens evidence-based talk and equitable participation by giving every child starter language for justification.	ChatGPT for Teachers (teacher planning); printed stems or Google Slides (display).
Application/Apply			
Put pictures/events in order: first/next/then/last.	Teacher planning: Create generic (non-book-specific) sequence cards (3-step + 4-step) aligned to the lesson theme + an answer key; add an “evidence box” (“Which clue proves this is first?”).	Hands-on sequencing boosts engagement; requiring an evidence clue prevents guesswork and reinforces justification.	ChatGPT for Teachers (teacher planning); Google Slides/Docs (cards); print for manipulatives.
Use a book word to explain your idea.	Teacher planning: Build a “word menu” (2–3 strong word options per idea) + mini anchor chart showing how to “swap in” a precise word.	Improves expressive language and keeps motivation high through “word choice challenges,” without turning into worksheet drill.	ChatGPT for Teachers (teacher planning); Canva for Education or Google Slides (anchor chart/menu).

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Analysis/Analyze			
Same/different? Use two picture clues.	Teacher planning: Create a Venn template and select two generic images (not from the book). Provide 3 tiers of stems ("Both have...", "One difference is...").	Turns careful looking into a game; the "two clues" requirement increases rigor while remaining developmentally accessible.	ChatGPT for Teachers (planning stems); Google Slides/Docs (Venn); Canva for Education (optional).
What caused the change? What happened because of it?	Teacher planning: Draft a cause/effect card sort using general lesson- aligned examples; include "because" stems.	Card sorts add movement and talk; stems support causal language and reasoning rather than opinions.	ChatGPT for Teachers (teacher planning); Google Docs/Slides (cards); print for sorting.
Synthesis/Create			
Create a new page(s) that could come next (use one 'true' detail).	Teacher planning: Generate 3–5 "next page" prompts that require one accurate detail + a kid checklist ("I included 1 true detail"; "My picture matches my words").	Choice increases engagement; checklist supports independence and quality while keeping writing/drawing student- owned.	ChatGPT for Teachers (teacher planning); paper drawing/writing; optional Google Slides/Docs page template.
Make a class poster showing the story progression with the new page(s).	Teacher planning: Create a poster layout template with labeled boxes + an "Evidence" box per panel; add role cards (illustrator/ evidence-finder/reader/ checker).	Collaborative artifact deepens engagement; roles increase equity-of- voice and accountability.	Canva for Education or Google Slides (poster); printed role cards; Google Classroom distribution.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Evaluation/Evaluate			
Teacher modeled categories for evaluation (e.g., accuracy of sequence, clarity of pictures/representations, and the like)	Teacher planning: Produce a 3-criteria kid rubric with icons + a quick teacher observation form to track evidence-language during discussion.	Makes “quality” concrete for young learners and supports reflection; boosts productive feedback and discussion habits.	ChatGPT for Teachers; Canva for Education or Google Slides (rubric icons); print for student use.
How well does the poster and newly created pages(s) enhance the story or/and clarify an aspect(s) of the original story?	Teacher planning: Generate 4–6 structured critique stems (“One thing that matches is...”, “One improvement is... because...”).	Channels excitement into productive, kind critique; improves listening and reasoning over “I like it.”	ChatGPT for Teachers; printed stems; Google Slides (display).
Which answer is better and why?	Teacher planning: Create two short sample responses (one strong evidence-based, one weak) + prompts that force evidence (“Which words/picture clue prove it?”).	Students enjoy selecting the “better” response; builds evidence-based evaluation without student AI use.	ChatGPT for Teachers (teacher planning); Google Slides (model responses); oral discussion.

Late Elementary (3-5) – Measurement & Data (Garden Data)

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Knowledge/Remember			
What unit of measurement are we using?	Teacher planning: Draft a student-friendly anchor chart of common garden units (cm/in) + common errors (teacher verifies). Keep measuring hands-on.	Targets misconceptions (units/precision) without replacing the core hands-on measuring experience.	ChatGPT for Teachers; Google Docs/Slides; print copies.
What are the min/max values? What is the range?	Teacher planning: Generate 3 “near-miss” data sets/ graphs (teacher vets) so students practice min/max/range and explain thinking.	Creates targeted practice around likely mistakes; strengthens explanation, not just computation.	ChatGPT for Teachers; Google Sheets or Excel for the web; Google Docs.
Comprehension/Understand			
Explain what each part of the graph shows (title, labels, scale, bars/points).	Teacher planning: Draft sentence frames + a “spot-the-mistake” graph labeling activity (teacher verifies).	Builds graph literacy and academic language; students learn to diagnose and correct errors.	ChatGPT for Teachers; Google Slides/Docs; Canva for Education (optional).
What do the values mean in light of our plant growth question?	Teacher planning: Draft 5 decision-linked prompts (water/sun/soil) connecting numbers to garden choices; students answer with their own data.	Connects data interpretation to authentic decisions, increasing relevance and engagement.	ChatGPT for Teachers; Google Docs/Slides; Google Sheets charts.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Application/Apply			
Measure and record correctly (with units) using a table.	No generative AI during measuring. Use a digital table/form to reduce transcription errors and enforce units (e.g., dropdowns).	Supports accuracy while keeping the core measuring skill student-driven.	Google Forms & Google Sheets; Microsoft Forms & Excel for the web; Classroom/Teams.
Make a graph with a correct title, labels, and scale.	Use spreadsheet chart tools to generate a draft; students must correct titles/labels/scale and justify choices (no AI “auto-answers”).	Shifts time from mechanics to reasoning, accuracy, and justification.	Google Sheets or Excel for the web; Google Docs; ChatGPT for Teachers (teacher checklist).
Analysis/Analyze			
What pattern do you see across weeks? Cite at least 2 data points.	Teacher planning: Draft CER (Claim–Evidence–Reasoning) stems for trends; students cite 2+ data points.	Strengthens evidence-based reasoning and makes the “cite 2 points” expectation explicit.	ChatGPT for Teachers; Google Docs; Sheets/Excel charts.
Compare data from 2 plants/beds: Which grew more and how do you know?	Teacher planning: Draft a comparison template (table + sentence frames); students fill with numbers and justify with units.	Promotes precise comparison and justification over opinion-based answers.	ChatGPT for Teachers; Google Sheets/Excel for the web; Google Docs.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Synthesis/Create			
Create an annual report: recommend changes supported by data evidence.	Teacher planning: Draft a kid-friendly report outline + rubric; class co-writes using their verified data.	Improves structure and clarity while keeping evidence selection and authorship student-centered.	ChatGPT for Teachers; Google Docs; Canva for Education (optional).
Design a new data display that makes comparison easier; justify graph choice.	Teacher planning: Draft a “graph type chooser” mini guide (bar vs. line vs. table) with pros/cons; students choose and justify.	Builds reasoning about representations and metacognition about tool choice.	ChatGPT for Teachers; Desmos; Google Sheets or Excel for the web.
Evaluation/Evaluate			
Evaluate whether the graph is misleading; explain improvements.	Teacher planning: Generate misleading-scale examples (teacher-vetted); students redesign correctly.	Deepens critical data literacy—students learn how visuals can distort meaning.	ChatGPT for Teachers; Google Slides + Google Sheets; Desmos (optional).
Which recommendation is strongest and why?	Teacher planning: Draft an evidence-rating rubric and discussion prompts; students defend choices using data.	Makes evaluation criteria explicit and improves academic talk quality.	ChatGPT for Teachers; Google Docs/Slides; Google Sheets or Excel for the web.

Middle School (6–8) – Student-led Conversation (SEL)

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Knowledge/Remember			
What are our discussion goals and roles? (Facilitator, timekeeper, equity-of-voice monitor, summarizer)	Teacher planning: Draft role cards + success criteria for each role (teacher verifies). Students run the discussion without AI.	Clarifies expectations and improves student-led facilitation while preserving authentic human interaction.	ChatGPT for Teachers; Google Docs/Slides; Canva for Education (optional).
Define: perspective, paraphrase, validate, bias.	Teacher planning: Generate student-friendly definitions + examples/nonexamples; teacher checks accuracy and tone.	Creates shared vocabulary so norms and “talk moves” are understood and used consistently.	ChatGPT for Teachers; Google Slides/Docs; Canva for Education (optional).
Comprehension/Understand			
Paraphrase what your partner said using a sentence stem.	Teacher planning: Generate paraphrase stems; students select and practice in live dialogue.	Reduces cognitive load so students focus on listening and accurate restatement.	ChatGPT for Teachers; printed stems; Google Slides/Docs.
Explain why validation (even when disagreeing) can reduce conflict.	Teacher planning: Draft short role-play scenarios showing validation vs. escalation; students analyze effects.	Concrete scenarios make abstract norms visible, increasing buy-in.	ChatGPT for Teachers; Google Docs/Slides; Canva for Education (optional).

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Application/Apply			
Use the class protocol to run a 6-minute round-robin discussion with 3 turns per person.	No AI during the discussion. Use a timer + visible protocol card; students practice the moves in real time.	Protects the human-to-human core and keeps attention on peers, not screens.	Printed protocol card; Google Slides/Docs; any classroom timer.
Use a checklist to ensure each person's voice is heard at least twice.	Use a tally sheet (paper or simple spreadsheet). Optional: teacher-only AI summarizes anonymized tallies for class reflection.	Makes equity-of-voice measurable without surveilling student content.	Google Sheets or Excel for the web; ChatGPT for Teachers (aggregate-only).
Analysis/Analyze			
Identify where the discussion became unbalanced and explain why it happened (trigger, topic, norms).	Teacher planning: Draft a reflection form with prompts tied to triggers/topic/norms; students complete post-discussion.	Moves analysis from blame to patterns/conditions, supporting safer reflection and better next steps.	ChatGPT for Teachers; Google Forms or Microsoft Forms.
Compare 2 discussion exemplars: Which shows stronger listening? Cite 2 specific moves.	Teacher planning: Create anonymized exemplar transcripts (not from your students) highlighting talk moves.	Allows close analysis without privacy risks or targeting individual students.	ChatGPT for Teachers; Google Docs; printed exemplars.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Synthesis/Create			
Co-create revised norms and a “talk moves” anchor chart tailored to your class.	Teacher planning: Use AI to synthesize brainstorm notes into a draft; students edit, vote, and publish final version.	Speeds synthesis so students spend more time improving norms and owning the language.	ChatGPT for Teachers; Google Docs/Slides; Canva for Education (optional).
Draft a personal goal for next discussion (e.g., ask clarifying questions, paraphrase once).	Teacher planning: Generate goal options in “ifthen” form; students choose and self-monitor.	Supports agency and specificity—students select an attainable goal.	ChatGPT for Teachers; Google Forms/Microsoft Forms; notebooks/Docs.
Evaluation/Evaluate			
Use peer feedback + self-ratings; justify ratings with evidence.	Teacher planning: Draft rubric descriptors and evidence sentence starters; students justify ratings from observations.	Improves feedback quality and keeps it evidence-based rather than personal.	ChatGPT for Teachers; Google Forms/Microsoft Forms; Sheets/Excel summaries.
Which norm change is most likely to improve belonging and why?	Teacher planning: Generate “what-if” outcomes for each proposed norm; students debate plausibility and choose with reasons.	Strengthens anticipatory reasoning and ties norms to belonging.	ChatGPT for Teachers; Google Slides/Docs.

High School (9–12) – World History Inquiry (Sources)

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Knowledge/Remember			
Identify the speaker, date, location, and place the source in a post 1945 timeline.	Teacher planning: Draft a sourcing checklist + timeline template; students verify details against the document and credible references.	Improves sourcing habits while keeping verification as the student's job.	ChatGPT for Teachers; Google Docs/Slides.
List key terms and define each in 1 sentence.	Teacher planning: Draft a preliminary glossary + in-context examples; students revise using course texts/primary sources and cite.	Builds disciplinary vocabulary while centering meaning in sources.	ChatGPT for Teachers; Google Docs; ZoteroBib (optional).
Comprehension/Understand			
Summarize the author's main claim in 1–2 sentences.	Teacher planning: Generate a model summary and a "too vague vs. just right" contrast; students write their own and compare.	Makes quality criteria visible and supports precision without outsourcing thinking.	ChatGPT for Teachers; Google Docs.
Explain what problem or question the author is responding to.	Teacher planning: Draft "problem frames" (issue/for whom/why now); students justify selection with evidence.	Deepens contextual reading and links claims to historical conditions.	ChatGPT for Teachers; Google Docs/Slides.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Application/Apply			
Use 2–3 quotes to support your summary; cite the source correctly.	Teacher planning: Draft a quote-integration mini-lesson + checklist; students integrate quotes and verify citation format.	Improves evidence integration and reduces “quote dumping.”	ZoteroBib; Google Docs citations; ChatGPT for Teachers (teacher planning).
Create an annotated timeline connecting the source’s claims to at least 3 historical events.	Teacher planning: Suggest event candidates; students validate each link with sources and citations.	Supports idea generation while preserving accuracy through verification and citation.	ChatGPT for Teachers; Google Slides/Docs; Zotero/ZoteroBib.
Analysis/Analyze			
Compare 2 sources: how do perspective, audience, and purpose differ? Identify bias/limitations.	Teacher planning: Draft a sourcing/corroborator comparison matrix; students fill it with specific evidence from each source.	Structures complex comparison and increases evidence citation over general impressions.	ChatGPT for Teachers; Google Docs/Sheets.
Analyze cause-and-effect: Which events most directly influenced the policy choices in the source?	Teacher planning: Draft a causal chain organizer + counterfactual prompts; students map claims with evidence.	Encourages multi-causal reasoning and guards against simplistic explanations.	ChatGPT for Teachers; Google Drawings/Slides; Google Docs.

Original text	AI enhancement (Optional AI use only when it makes sense)	Rationale: how it may enrich teaching and learning (engagement)	Free tools: use only if district-approved. Each can be configured for use consistent with Illinois and federal law.*
Synthesis/Create			
Create a short podcast script or op-ed with evidence and a counterclaim.	If allowed by class policy: AI may brainstorm counterclaims and improve structure. Students must write in their own voice, cite sources, and disclose AI assistance.	Improves argument organization while maintaining authorship, evidence, and transparency.	ChatGPT for Teachers; Google Docs; ZoteroBib.
Propose a new compelling question for further inquiry and list 3 additional sources you would need.	Teacher planning: Generate question stems and source-type suggestions; students vet credibility and access via library/repositories.	Expands inquiry while centering source vetting as the key disciplinary act.	ChatGPT for Teachers; Google Docs; library resources.
Evaluation/Evaluate			
Use a rubric to evaluate credibility and argument strength; justify with evidence.	Teacher planning: Draft rubric descriptors aligned to sourcing/corroboration/context; students justify ratings with evidence citations.	Clarifies expectations and strengthens evaluative writing grounded in citations.	ChatGPT for Teachers; Google Docs; ZoteroBib.
Peer review: Which interpretation is most defensible and why?	Teacher planning: Draft peer-review sentence frames and a reasoning-errors checklist; peer review remains human.	Improves feedback quality and focuses on reasoning/evidence rather than preference.	ChatGPT for Teachers; Google Docs (comments).

Unit Plans by Grade Band: Without AI and With AI

Note: “Free apps” below refer to tools with free versions (some require school eligibility, teacher-managed accounts, or district approval). Use only district-approved tools and follow applicable student privacy requirements.

Early Elementary (K–2) – Unit Overview

Teacher read-aloud of “Home Is Calling: The Journey of the Monarch Butterfly” with students building evidence-based who/what/where responses.

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
1 – Launch + picture walk	Cover/author intro; guided picture walk; students point to picture vs. word “evidence”; exit who/what/where + evidence.	AI generates varied who/what/where questions; teacher uses them for dialogic read-aloud; students must point to page evidence.	1. Student points to the exact page/picture detail that proves the answer. 2. If evidence isn’t clear, re-read that page and revise the answer.	ScratchJr (story retell/sequence) Book Creator (free to start; make a “next page”) Google Slides/Drawings (label pictures + evidence arrows)
2 – Read-aloud + vocabulary	Think-aloud for noticing; students label “book words”; partner share.	AI drafts picture-supported vocab cards/definitions; teacher edits; vocab practiced via partner talk + feedback.	1. Confirm meaning using the book picture/context (not AI alone) 2. Teacher verifies any student-friendly definition before students use it.	Book Creator (vocab pages with pictures/voice) Canva for Education (teacher-managed vocab cards) Adobe Express for Education (K–12; simple vocab posters)

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
3 – Retell (B/M/E)	Teacher models story map; partner retell using proof; teacher confers.	AI drafts retell sentence stems (scaffold levels); teacher/peer retell + conferencing remains main evidence.	1. Retell must include 2 specific details from the text/ pictures. 2. Partner checks details by pointing to the page where each detail appears.	Book Creator (record oral retell + images) ScratchJr (animate beginning/ middle/end) Canva for Education (simple story map templates)
4 – Sequence	Students order event cards; justify with page reference; exit sentence + picture clue.	AI produces multiple card sets; students justify orally; teacher probes reasoning.	1. Students justify each card order with page evidence. 2. If two teams disagree, return to the page and settle with the text/picture.	ScratchJr (sequence animations) Book Creator (sequence page with captions) Google Slides (drag/ drop sequencing slides)
5 – Same/ Different + Cause/Effect	Compare episodes with picture clues; “because” modeling; write/ draw cause/effect with evidence.	AI drafts anchor chart + stems; students supply the evidence; teacher keeps rigor/ inclusion.	1. “Because” sentence must name the cause and show the effect. 2. Students underline the part of the book/picture that supports it.	Book Creator (cause/effect pages) Canva for Education (Venn + cause/ effect templates) Adobe Express for Education (simple comparison poster)

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
6 – Create a “next page”	Use “true detail” list; students draft new page; peers identify true detail used.	AI generates example drafts for class critique; students evaluate truth/detail use; students’ own pages are created without AI.	1. New page must include at least 1 “true detail” from the text. 2. Peer checks the detail against the original page(s) before sharing.	Book Creator (publish a class book) Canva for Education (illustration + captions) ScratchJr (optional animated “next page”)
7 – Poster + evaluation	Class poster + gallery walk; evaluate accuracy/ clarity; explain choices.	AI drafts simple rubric + optional translation; rubric used for peer feedback + teacher conferencing.	1. Peer uses rubric to check accuracy: “Where is the proof in the book?” 2. Teacher spot-checks 2 claims per poster for evidence.	Canva for Education (poster) Adobe Express for Education (poster/ video) Google Slides (digital gallery walk)

Late Elementary (3–5) – Unit Overview

Students collect/organize garden data, represent it accurately, interpret patterns, and justify a claim with data evidence (including units).

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
1 – Launch garden data question	Define measures; model accurate measurement routine; practice stations + feedback.	AI generates alternative measurement plans + likely errors to inform mini-lesson; modeling/feedback remains human.	- Two students measure the same item; compare within an agreed tolerance. - Units must be written every time (cm/in, g, etc.).	Google Sheets (data table) GeoGebra (measurement/geometry) Desmos (tables/graphs)
2 – Team data collection	Teams measure + record; teacher checks units/scale; exit confidence note.	AI creates differentiated recording templates with unit reminders; teacher coaches technique; students explain process aloud.	- Record raw data before any “cleaning.” - Re-measure a random 10% sample to confirm accuracy.	Google Sheets (shared data entry) CODAP (free data analysis) Google Forms (quick data capture)
3 – Clean/organize data	Spot outliers; re-measure; finalize dataset; mini-lesson on titles/labels.	AI drafts prompts to identify outliers + decide “re-measure or explain”; students decide; teacher confirms.	- Keep an “original data” tab untouched. - Any changed value must have a note: re-measured or explained.	CODAP (outliers/plots) Google Sheets (tabs + notes) Desmos (check plots quickly)

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
5 – Build accurate graphs	Build graphs (title/ labels/scale); gallery walk checklist; revise.	AI supplies feedback language for common errors; feedback delivered via teacher conferences; collaborative revision.	1. Peer checks 2 plotted points against the table. 2. Checklist: title, labels, units, scale, legend (if needed).	Google Sheets (charts) CODAP (visualize) Canva for Education (final display)
6 – Interpret patterns + claim	Identify patterns; cite 2 data points; compare beds; conference on units/context.	AI generates evidence-requiring sentence frames; students must cite 2 data points verbally first.	1. Claim must cite at least two data points (with units). 2. A partner challenges the claim with a “counter-data” check.	CODAP (interpret plots) Google Docs (CER writing) Desmos (model patterns)
7–8 – Annual report + evaluation	Draft report; embed visuals; peer review; revise and evaluate accuracy; share-out.	AI drafts report outline + rubric; optional translation of family summary (teacher reviews).	1. Every graph/ table in the report links to the dataset. 2. Peer reviewer spot-checks one paragraph’s evidence trail.	Canva for Education (report layout) Adobe Express for Education (report + multimedia) Google Docs (collaborative report)

Middle School (6–8) – Unit Overview

Student-facilitated SEL: Students lead a conversation to set goals/norms and identify evidence needed to reach them.

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
1 – Roles, goals, evidence	Teach/practice roles; define “evidence” in discussion.	AI drafts role cards + talk-move stems + script; students practice live; teacher coaches.	1. Students restate any AI-suggested norm in their own words. 2. Equity monitor checks that the norm supports fair voice/turn-taking.	FigJam (Figma) for protocols/notes Google Docs (shared agenda) Canva for Education (role cards)
2 – Recall + clarify	Review prior notes; restate ideas; peers ask clarifying/example questions.	AI produces neutral summary of prior notes (teacher verifies); students audit what’s missing/misrepresented.	1. Compare AI summary to original notes; highlight omissions. 2. Correct any inaccuracies using the original evidence (quotes/notes).	Google Docs (notes + version history) FigJam (sticky notes) Adobe Express for Education (one-page recap)
3 – Protocol + memorialize	Run protocol; select memorialization method; teacher lightly facilitates for equity.	AI converts board notes into clean norms doc + formats; final norms set by student consensus.	1. Final norms must be approved by the group (vote/consensus). 2. Keep revision history so changes are transparent.	Google Docs (norms doc) FigJam (visual norms) Canva for Education (poster version)

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
4 – Analyze patterns/ assumptions	Identify patterns; name assumptions; locate missing evidence; practice respectful disagreement.	AI suggests hypotheses about assumptions; students confirm/deny with evidence; teacher prevents labeling.	1. Patterns must be tied to observable evidence, not opinions. 2. Avoid naming individuals; talk about behaviors/systems.	Google Forms (anonymous pulse check) Google Sheets (aggregate results) CODAP (optional visualizations)
5 – Plan to gather evidence	Brainstorm evidence-gathering; create summary artifact; draft SMART goal.	AI drafts survey questions + observation checklist; teacher reviews; students practice asking/interpreting.	1. Pilot the survey with 3 students; remove leading questions. 2. Pre-define how results will be summarized (counts/themes).	Google Forms (survey) Google Sheets (analysis) CODAP (charts/claims)
6 – Evaluate readiness/equity	Self-assess with evidence; evaluate voice equity; plan next meeting moves/rotations.	AI can support participation reflection only with district-approved tools; focus on norms, not shaming.	1. Use participation data only in aggregate (no “call-outs”). 2. Students can challenge interpretations and add context.	FigJam (reflection board) Google Sheets (aggregates) Adobe Express for Education (reflection artifact)

High School (9–12) – Unit Overview

World history (post-1945): Students select/evaluate sources to develop and support a thesis with sourcing/corroboration and citations.

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
1 – Launch + timeline	Teacher introduces topic/timeline; students build baseline timeline; exit question.	AI drafts neutral timeline scaffold + glossary placeholders; students fill from class sources, not AI.	- Each timeline entry must include a citation to a source. - Spot-check dates/places against a second source when possible.	TimelineJS (open-source timeline) Google Sheets (timeline template) Canva for Education or Adobe Express for Education (timeline poster)
2 – Sourcing mini-lesson	Model sourcing; students practice with checklist; identify limitation/bias.	AI generates sourcing checklist + question bank; teacher models live; students practice + confer.	- Complete author/date/purpose for every source. - Verify author/organization via the source itself (about page/front matter).	Hypothesis (free social annotation) ZoteroBib (free bibliography) Google Docs (sourcing notes)
3–4 – Close reading + corroboration	Annotate claims/evidence/context; compare agreement/conflict; peer review; handle conflicting accounts.	AI generates annotation prompts + discussion frames; students cite evidence in peer review; teacher probes.	- Every annotation includes a quote + your claim about it. - Corroborate a key claim with a second source (or note conflict).	Hypothesis (annotate web/PDFs) Google Docs (claim-evidence table) Zotero (free reference manager)

Session	Without AI (Version A)	With AI (Version B)	Goodness of Fit Checks	Free Student Apps (developmentally appropriate)
5 – Organize evidence	Build organizer linking quotes/paraphrases to ideas (with citations); conference for stronger evidence.	AI suggests outline structures + claim templates; teacher checks that every line traces to a cited source.	- Each outline bullet links to a citation (page/URL). - Distinguish direct quotes vs. paraphrase; verify both against the source.	Zotero (collect + cite) Google Docs (outline) ZoteroBib (quick citations)
6–7 – Draft + counterargument	Draft claim with sources; peer review; add counterargument fairly.	AI generates candidate counterclaims/questions; students verify/refute using sources before integrating.	- Counterclaim must be supported by evidence, not AI authority. - Any AI-suggested idea is kept only after source-based verification.	Hypothesis (source discussion) Zotero (citation + notes) Google Docs (peer review comments)
8 – Evaluate + revise	Use rubric to evaluate accuracy/adequacy; high-leverage revisions; reflection.	AI produces rubric-aligned revision suggestions; teacher + student decide final revisions; conferences prioritize reasoning/sourcing.	- Rubric scores must cite example sentences/claims from the draft - Fact-check 3 claims (names/dates/causation) against sources.	Google Docs (version history) Zotero (re-check citations) Canva for Education/Adobe Express for Education (final product design)

Appendix: Implementation Checklist

1. Purpose and instructional fit

Write the learning goal as a student outcome (e.g., “Students will revise claims using evidence”), not “Students will use AI.” Name the non-goal clearly (what remains student work). Prefer the simplest tool that meets the need.

- I can state the learning objective in one sentence (what students will learn/do).
- I can state the non-goal in one sentence (what AI must NOT replace).
- The tool improves learning or access versus a non-AI option (not just novelty).
- I identified the “human decision points” (where teacher and/or student judgment is required).

2. Student role and agency

Treat AI outputs as suggestions. Require students to choose what to keep, explain why, and revise. Build a short reflection routine so the learning is visible and assessable.

- Students must make decisions (choose, justify, revise), not simply accept outputs.
- A short reflection is built in (“What changed and why?”).
- The task requires evidence of student thinking (notes, drafts, oral explanation, annotations).

3. Privacy and data minimization

Map data-in/data-out: what students enter, what the tool stores, who can access it, and how long it is retained. Minimize inputs. Do not include names, IDs, faces/photos, contact info, or personal stories. If data handling is unclear, pause use.

- Students will not enter names, IDs, faces/photos, contact info, addresses, or personal stories.
- I know what data is entered/uploaded, what is stored, who can access it, and retention/deletion rules.
- Student accounts are district-vetted if needed; otherwise, use teacher-mediated access.
- Classroom norm is explicit: “No personal data in prompts.”

4. Transparency and explainability

You should be able to explain what the tool does, the limits of its outputs, and how students verify content. Establish a verification routine using trusted sources or course materials.

- I can explain what the tool does (and cannot do) in plain language.
- Students understand AI can be wrong, incomplete, or biased.
- Students have a verification routine (check with trusted sources/class materials).

5. Bias, equity, and accessibility

Test the tool with diverse names, dialects, reading levels, and multilingual phrasing. Look for stereotyping or uneven quality. Provide an equally rigorous non-AI pathway. Ensure accessibility supports match student needs.

- I tested with diverse names/dialects/reading levels/multilingual phrasing.
- I looked for stereotyping, uneven tone, or uneven quality of support.
- A non-AI pathway exists that is equally rigorous and accessible.
- Accessibility needs are supported (readability, read-aloud, translation supports, and the like).

6. Safety and classroom management

Confirm safeguards are appropriate for student exposure. Establish explicit norms (time, purpose, supervision). Have a response plan for misuse: reteach, restrict, or discontinue.

- Safeguards are adequate for student exposure (filters, reporting, teacher controls).
- I have clear norms for when/how long/how the tool is used.
- I have a plan for misuse (reteach → restrict → discontinue).

7. Academic integrity and attribution

Define allowed vs. not allowed use for each assignment. Require a simple disclosure statement and build assessment methods that rely on human evidence (drafts, conferencing, in-class writing, oral defense).

- Allowed vs. not allowed use is stated for this assignment.
- Students disclose how AI was used (one or two sentences).
- The assessment includes “human evidence” (in-class work, drafts, conferencing, etc.).

8. Pilot, monitoring, evaluation, and exit

While these four aspects are more frequently tied to district-level selection of products, they are important to map out prior to the selection of an AI product at the classroom level.

General Tips

Pilot first, set a review date, and decide success/stop indicators in advance. Use work samples to determine whether the tool improves learning outcomes without increasing risk.

- I will pilot first and set a review date.
- I have success indicators (learning, engagement, access).
- I have stop indicators (privacy concern, inequitable outcomes, repeated misuse).

Hard “Stop” Flags (do not proceed until/unless resolved)

- Requires student personal accounts without district approval.
- Unclear retention/reuse of student inputs.
- Produces final work with minimal student thinking.
- Encourages surveillance-like monitoring or high-stakes decisions.

Grade-Band Specific Example Extensions

Grade-Band Add-On Checklist – Pre-K through Grade 2

- Default is teacher-operated (no student accounts; no direct student chat).
- Student-facing use (if any) is highly constrained (short, scripted, supervised).
- The tool supports language, play, curiosity, and teacher-guided talk (does not replace human interaction).
- Families receive a plain-language note about purpose, supervision, and data minimization.

Grade-Band Add-On Checklist – Grades 3–5

- Tool use is bounded to brainstorm/outline/feedback/revision work (not full answers).
- Students use structured prompts (sentence starters, rubric-aligned questions).
- Students use a verification routine: True? Fair/kind? Mine?
- Students provide a short disclosure: “I used AI to ____; I changed ____.”

Grade-Band Add-On Checklist – Grades 6–8

- Tool use explicitly strengthens AI literacy: verification, bias detection, revision, source evaluation.
- Students must produce process evidence (annotations, revision log, reasoning steps).
- Guardrails address peer dynamics (misuse, harassment, rumor spreading, deepfake-like behavior).
- Teacher checks that the tool does not substitute for core skill development.

Grade-Band Add-On Checklist – Grades 9–12

- Integrity design is explicit: authorship, citation, and process evidence are required.
- Students defend work through oral explanation, drafts, and evidence trails.
- Tool terms (ownership/reuse) are acceptable for school use; students avoid uploading copyrighted or sensitive materials.
- Use mirrors responsible real-world practice: versioning, citation, verification, and data ethics.

Appendix: Question and Survey Development Resources

This appendix includes resources to help P-12 teams draft, review, and refine survey items

Writing strong survey items

- [Creating Effective Surveys: Best Practices in Survey Design \(Institute of Education Sciences, Regional Educational Laboratory West\)](#) – A short, practical handout on writing clear questions, choosing response options, and avoiding common wording issues. Useful for cross-role drafting teams.
- [Survey Construction Handbook: Writing Good Questions \(Saint Paul Public Schools\)](#) – District-oriented guidance with straightforward checks: one idea per question, answerable wording, appropriate recall windows, and respondent-friendly phrasing
- [How to Write Survey Questions That Get Better Responses \(SurveyMonkey\)](#) – Easy-to-follow do's and don'ts for neutral wording, avoiding leading questions, and designing clear response choices
- [Tips for Writing Agree/Disagree Scale Questions \(SurveyMonkey\)](#) – Focused guidance for Likert-style statements to reduce ambiguity and improve interpretability for staff, student, and family surveys

P-12 survey planning and administration checklists

- [Survey Design Checklist and Best Practices \(Panorama Education\)](#) – A practical checklist for school and district teams covering survey purpose, respondent groups, timing, participation strategies, and post-survey action planning
- [Survey Design Checklist \(PDF\) \(Panorama Education\)](#) – A printable planning tool that teams can use in meetings to ensure item drafts, response scales, and administration steps are consistent and complete
- [8 Questions to Consider When Designing a School Survey \(Education Elements\)](#) – Plain-language planning prompts that keep item development aligned to decisions the district or school will make based on results
- [ED School Climate Surveys \(U.S. Department of Education – National Center on Safe Supportive Learning Environments\)](#) – A free, established set of school climate surveys (student, staff, family) that districts can adopt rather than drafting from scratch; includes implementation supports
- [ED School Climate Surveys Online User Guide \(U.S. Department of Education – National Center on Safe Supportive Learning Environments\)](#) – Step-by-step guidance for setting up and administering the ED School Climate Surveys, intended for district and school staff leading implementation

Plain language, accessibility, and pre-launch testing

- [Plain Language Guide \(Digital.gov\)](#) – Practical guidance for writing in clear, non-jargon language so families, students, and staff interpret items consistently
- [Plain Writing Checklist \(National Archives\)](#) – A concise checklist to apply to survey drafts to reduce confusion and improve readability for broad audiences
- [Small-Scale Testing Guide \(Centers for Disease Control and Prevention\) \(PDF\)](#) – A simple approach (including paraphrase testing) to verify that respondents understand items as intended before broad distribution

- [Make Google Forms Accessible \(University of Michigan Accessibility\)](#) – Actionable steps to improve the accessibility of Google Forms (structure, labels, and formatting) for community use
- [Screen Reader Support for Microsoft Forms \(Microsoft Support\)](#) – If your district uses Microsoft Forms, this resource helps ensure survey access for respondents using assistive technologies

Downloadable Survey Instruments

Resource	Intended Audiences	What It Provides
CoSN – GenAI Readiness Checklist (Master v1.2)	District administrators; building administrators; instructional technology leaders; curriculum teams	A yes/no, readiness-style checklist organized by key domains (e.g., governance, teaching/learning, operations); can be used as a structured internal survey and action-planning tool
West Virginia Department of Education – AI Public Stakeholder Survey Findings (includes Appendix A: Survey Questions)	District and building leaders; teachers/staff; students; families/community members	A stakeholder survey results report that also includes the full survey questions in an appendix, allowing districts to reuse/adapt the item set for local engagement
College Board – AI Research Brief 2 (includes appendix of survey items for students, parents, and teachers)	High school leaders; secondary teachers; families; high school students	Research brief with an appendix listing the survey item wording used for students, parents, and teachers; useful as a starting question bank for secondary settings
Panorama Education – AI Perceptions and Readiness Survey (download via Panorama page)	District leaders; building administrators; teachers/staff; families/community members	A structured survey intended to gather perceptions and readiness about AI in K-12 settings; webpage provides example items and a download workflow for the full survey

Appendix: Tool Review and Goodness-of-Fit Resources

This appendix provides a crosswalk between the three-step “goodness of fit” approach and those resources used as a foundation in development.

Anchoring: The three steps in the approach

- Step 1 – Classify the tool and assign a local risk tier using scoping questions (impact domain, data sensitivity, user group, consequence-of-error)
- Step 2 – Require a minimum evidence checklist across educational value, privacy/contract readiness, security/incident readiness, transparency/explainability, and equity/accessibility
- Step 3 – Make a defensible decision (adopt, pilot, or decline) and document rationale and conditions; re-check during the pilot and at renewal

Step 1 resources – Identify tool category and risk level

Use these resources to structure initial intake and tiering: clarify intended use, stakeholders, impact pathways, and failure modes; then apply higher expectations as the tool moves toward higher-risk tiers.

Step 1 Element	Why It Helps	Key Resources (IDs)
Map what the system does and where it is used (context, users, impacts)	Supports structured scoping of context, intended use, and impact considerations before controls	NIST: “Artificial Intelligence Risk Management Framework (AI RMF 1.0)” (PDF) • Core risk framework (Govern/Map/Measure/Manage) to structure AI context, impacts, controls, and monitoring NIST: AI RMF Playbook • Operational playbook mapping AI RMF outcomes to actions; supports lifecycle review (pilot midpoint, renewal) UNESCO: “Guidance for generative AI in education and research” • Education-specific governance guidance emphasizing human agency, inclusion, and responsible adoption U.S. Department of Education: “Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations” (PDF) • Education-sector framing of opportunities, risks, and governance expectations for AI

Step 1 Element	Why It Helps	Key Resources (IDs)
Establish a tiered, risk-based approach where scrutiny increases with impact	Reinforces risk-based governance: more documentation, monitoring, and controls for higher-impact uses	NIST: “Artificial Intelligence Risk Management Framework (AI RMF 1.0)” (PDF) • Core risk framework (Govern/Map/Measure/Manage) to structure AI context, impacts, controls, and monitoring NIST: AI RMF Playbook • Operational playbook mapping AI RMF outcomes to actions; supports lifecycle review (pilot midpoint, renewal). U.S. Department of Education: “Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations” (PDF) • Education-sector framing of opportunities, risks, and governance expectations for AI.
Use education-specific GenAI governance framing (human agency, safe boundaries)	Provides education-specific framing for GenAI guardrails, human agency, and risk-aware adoption	UNESCO: “Guidance for generative AI in education and research” • Education-specific governance guidance emphasizing human agency, inclusion, and responsible adoption U.S. Department of Education: “Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations” (PDF) • Education-sector framing of opportunities, risks, and governance expectations for AI

Step 2 resources – Minimum evidence checklist

These resources align to the five minimum evidence domains in the approach. Districts can use them as checklists, rubrics, templates, and reference anchors when requesting documentation from vendors or setting internal requirements.

Evidence Domain	What to Confirm (minimum bar)	Key Resources (IDs)
Educational value (use-case clarity, success indicators, training plan)	Clear instructional purpose, bounded use-case(s), success indicators, training/support plan, and pilot measures	Digital Promise: Edtech Procurement Framework (hub) - Eight-step district-friendly process for piloting and evaluating tools; includes “Analyze & Decide” Digital Promise: The Ed-Tech Pilot Framework: An Eight-Step Process for Evaluating Products (article) - Plain-language overview of the pilot framework for practitioners
Data privacy and contract readiness (ToS/DPA, data flows, retention/deletion)	Data flows documented; ToS/DPA reviewed; retention/deletion addressed; prohibited uses clarified; contract terms in place	U.S. Department of Education/PTAC: Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices (model terms of service guidance PDF) - Supports terms-of-service review and standard privacy expectations in vendor agreements U.S. Department of Education: Student Privacy Guidance (resource hub) - Practitioner-facing guidance and checklists for implementing student privacy protections 4L/SDPC: National Data Privacy Agreement (NDPA) - Standardized DPA framework to streamline district-vendor privacy contracting Learning Technology Center (LTC) Illinois: Illinois NDPA (IL-NDPA) overview - Illinois-specific NDPA context and resources 1EdTech (IMS Global): TrustEd Apps Data Privacy Rubric - Rubric districts can use to evaluate privacy practices and vendor documentation 1EdTech (IMS Global): Data Privacy & Security Agreement (DPSA) template - Template language to operationalize privacy/security expectations in agreements

Evidence Domain	What to Confirm (minimum bar)	Key Resources (IDs)
Security and incident readiness (security posture, breach notification, response pathway)	Security posture and incident pathway defined; breach notification and response responsibilities clarified; monitoring responsibilities assigned	CISA: Protecting Our Future: Cybersecurity for K-12 - K-12 specific cybersecurity guidance; useful for incident readiness expectations U.S. Department of Education: K-12 Cybersecurity (resource page) - Federal overview and pointers for K-12 cybersecurity and incident types 1EdTech (IMS Global): TrustEd Apps Security Practices Rubric - Structured security practices criteria for vendor vetting and district review
Transparency and explainability (plain-language description, inputs/outputs, human decision points)	Plain-language description of how it works; inputs/outputs; limits; where human judgment is required; documentation available	NIST: “Artificial Intelligence Risk Management Framework (AI RMF 1.0)” (PDF) - Core risk framework (Govern/Map/Measure/Manage) to structure AI context, impacts, controls, and monitoring UNESCO: “Guidance for generative AI in education and research” - Education-specific governance guidance emphasizing human agency, inclusion, and responsible adoption
Equity and accessibility (bias risks, monitoring, accessibility requirements)	Bias risks considered; monitoring/reporting pathway defined; accessibility requirements met (including student-facing accessibility)	NIST: Towards a Standard for Identifying and Managing Bias in AI (PDF) - Bias taxonomy and management guidance to inform equity/bias review and monitoring plans W3C: Web Content Accessibility Guidelines (WCAG) 2.2 - Common accessibility requirements districts can reference for student-facing tools U.S. Department of Education (OCR): Disability Discrimination: Technology Accessibility (key issues) - Explains accessibility expectations and considerations for education technology U.S. Department of Justice: ADA Title II: Web and Mobile App Accessibility Rule resources (fact sheet) - Public-entity accessibility rule resources that can support district compliance discussions

Step 3 resources – Decide, document, and re-check

Use these resources to support a defensible “adopt/pilot/decline” decision and to operationalize documentation, conditions, and lifecycle re-review (pilot midpoint and renewal).

Step 3 Element	Why It Helps	Key Resources
Decide: adopt, pilot, or decline; document rationale and conditions	Provides a structured “analyze and decide” sequence and typical outcomes after evidence collection	Digital Promise: Edtech Pilot Framework (hub) - Eight-step district-friendly process for piloting and evaluating tools; includes “Analyze & Decide.” Digital Promise: The Ed-Tech Pilot Framework: An Eight-Step Process for Evaluating Products (article) - Plain-language overview of the pilot framework for practitioners.
Re-check at pilot midpoint and renewal; treat approval as lifecycle management	Reinforces that approval is not one-time; supports monitoring and periodic reassessment	NIST: AI RMF Playbook Operational playbook mapping AI RMF outcomes to actions; supports lifecycle review (pilot midpoint, renewal).
Use privacy/security artifacts as gating conditions for moving from pilot to adoption	Offers standardized agreement language and ToS guidance to make privacy/security a gating condition	U.S. Department of Education/PTAC: Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices (model terms of service guidance PDF) - Supports terms-of-service review and standard privacy expectations in vendor agreements A4L/SDPC: National Data Privacy Agreement (NDPA) - Standardized DPA framework to streamline district-vendor privacy contracting 1EdTech (IMS Global): TrustEd Apps Data Privacy Rubric - Rubric districts can use to evaluate privacy practices and vendor documentation 1EdTech (IMS Global): Data Privacy & Security Agreement (DPSA) template - Template language to operationalize privacy/security expectations in agreements

Appendix: Misalignment Scenarios and Prompt Quality Examples

This appendix provides scenarios to illustrate what can occur when the prompt does not align with the AI tool category (text vs. image vs. audio; generation vs. editing; evidence vs. illustration).

PreK-Grade 2 – Asking an image generator for an editable poem (Text task -> Image tool)

- Misaligned ask: “Write a 4-line rhyming poem about sharing that I can copy into my journal.”
- Tool category misfit: Image generation (2D)
- A cute poster image with text embedded in pixels
- Misspellings, broken words, incorrect rhyme, odd line breaks
- Not copy/paste-friendly; difficult to revise with young learners
- Goodness-of-fit lesson: If the goal is editable text, use a text-generation tool. Image tools can display text but are not optimized for rhyme, meter, or editable output.
- Better-fit prompt (clear ask): Use a text tool: “Write a 4-line poem for Grade 1, AABB rhyme, simple vocabulary, include a title, provide as plain text.”

PreK-Grade 2 – Asking a text chatbot to “make a picture” (Image task -> Text-only tool)

- Misaligned ask: “Create a simple 2D drawing of a squirrel holding an acorn for my phonics slide.”
- Tool category misfit: Text-only chatbot (no image output)
- A description of a squirrel or step-by-step drawing instructions
- No usable image asset for the slide
- Goodness-of-fit lesson: If the deliverable is a visual asset, select a tool that can generate or edit images (or use a design tool with embedded image generation).
- Better-fit prompt (clear ask): Use an image tool: “Flat 2D cartoon squirrel holding an acorn; clean shapes; classroom-friendly; no text; white background; 16:9.”

Grades 3-5 – Requesting an accurately labeled diagram from a style-forward image tool (Precision -> Aesthetic)

- Misaligned ask: “Generate a labeled diagram of the water cycle with accurate labels and arrows.”
- Tool category misfit: Image generation focused on aesthetics rather than editable labeling
- A visually appealing diagram with incorrect arrows, invented terms, or misspellings
- Labels rendered as garbled or inconsistent text
- Goodness-of-fit lesson: Image generators often struggle with accurate, editable labels. For instruction, separate illustration from labeling.
- Better-fit prompt (clear ask): “Create a water cycle illustration with no labels.” Add labels manually in Slides/Docs to ensure accuracy and readability.

Grades 3-5 – Asking a general text generator for real citations (Citation task -> Non-verifying tool)

- Misaligned ask: “Make a bibliography for my animal report with real sources.”
- Tool category misfit: General text generation without a source-verification workflow
- Plausible-looking citations that are incomplete, mismatched, or not real
- Students assume citations are valid because they look academic.
- Goodness-of-fit lesson: Citation building is a verification task. Use a workflow that requires traceable sources.
- Better-fit prompt (clear ask): “Use these 3 approved links (paste URLs). Create a bibliography in the required format. Do not invent sources.”

Grades 6-8 – Asking a stem-separation tool to compose original music (Creation -> Editing tool)

- Misaligned ask: “Make an original beat and melody for my podcast intro.”
- Tool category misfit: Stem separation (designed to split existing audio into parts)
- The tool asks for an upload and returns separated parts of an existing track.
- Students conclude “AI can’t compose” when the real issue is the wrong tool type.
- Goodness-of-fit lesson: Generating new music and editing existing music are different tool families.
- Better-fit prompt (clear ask): Use a music-generation tool: “Create a 20-second instrumental intro, 90-110 bpm, upbeat, no vocals, simple structure (intro -> hook).”

Grades 6-8 --Using a writing/polish tool for multi-step math reasoning (Reasoning -> Prose tool)

- Misaligned ask: “Solve this ratio problem and show each step clearly.”
- Tool category misfit: Text tool optimized for style/rewrites rather than mathematical verification
- Smooth explanations with incorrect calculations
- Steps that sound logical but do not check out
- Goodness-of-fit lesson: For math, good fit includes a verification routine (recompute, alternate method, sanity check), not only fluent prose.
- Better-fit prompt (clear ask): “Solve and show steps. Then verify using a second method. If answers differ, explain why.”

Grades 9-12 – Using an image generator to create evidence for a history claim (Evidence -> Synthetic media)

- Misaligned ask: “Make an image of a 1968 protest that proves my argument; I’ll cite it as evidence.”
- Tool category misfit: Image generation (synthetic output) used as documentation
- A plausible image with anachronisms, invented signage, or false details
- Students treat synthetic media as a primary source.
- Goodness-of-fit lesson: AI images can be illustrations, not evidence. History claims require authentic sources.
- Better-fit prompt (clear ask): “Create an illustrative image inspired by the era. Add a visible label: ‘AI-generated illustration (not a historical photograph).’”

Grades 9-12 – Asking for peer-reviewed scientific citations from a general text tool (High-accuracy -> Ungrounded draft)

- Misaligned ask: “Explain CRISPR and include peer-reviewed citations.”
- Tool category misfit: General text tool without guaranteed grounding
- A coherent explanation with shaky attribution
- Citation-like references that do not match claims or cannot be located
- Goodness-of-fit lesson: Science writing requires source traceability. AI can draft, but the workflow must enforce verification.
- Better-fit prompt (clear ask): “Summarize CRISPR using only these verified sources (paste links). For each claim, include the source link next to it.”

Grades 9-12 – Asking a music generator to precisely edit a copyrighted track (Editing -> Generation tool; rights mismatch)

- Misaligned ask: “Remove vocals, master the mix, and export a performance-ready instrumental of this popular song.”
- Tool category misfit: Text-to-music generation (creates new audio, not precise edits of provided tracks)
- The tool generates a new track that does not match the original.
- Students confuse style imitation with editing.
- Potential rights issues depending on intended use/distribution
- Goodness-of-fit lesson: Precise audio edits require editing/restoration tools. Fit also includes legal/ethical fit.
- Better-fit prompt (clear ask): “From an original student-created recording, remove background noise and balance levels. Do not use copyrighted tracks.”

Grades 9-12 – Asking for detailed audio feedback without audio input (Audio analysis -> Text-only tool)

- Misaligned ask: “Listen to this choir recording and give detailed feedback on blend, intonation, and diction.”
- Tool category misfit: Text-only model without the ability to ingest audio
- Generic feedback not tied to the actual performance
- Specific-sounding language that is not evidence-based
- Goodness-of-fit lesson: If the tool cannot access the input modality, it cannot provide authentic analysis—only general coaching.
- Better-fit prompt (clear ask): Use an audio-capable tool if policy-approved, or provide time-stamped notes (e.g., “0:12 sharp sopranos”). Ask for targeted warm-ups and rehearsal strategies.

Why Goodness of Fit Matters

- Match the modality to the deliverable: editable text is not pixels; waveform edits are not new composition
- Match the task type: generation vs. editing vs. layout/publishing require different tools
- Name constraints in the prompt: grade-level vocabulary, length, format, reading level, and “do not include” items
- Separate illustration from evidence: AI-generated media can support explanation, not serve as proof
- Build verification into the ask: recompute, cross-check sources, cite only provided links, label generated artifacts
- Include P-12 guardrails in prompts: avoid student PII; ensure age/terms compliance; require teacher review for high-stakes use

Prompt Clarity Mini Checklist

A clear prompt specifies:

- Deliverable (what will be produced)
- Audience/grade band (who it is for)
- Constraints (length, style, reading level, format)
- Inputs allowed (approved sources/links; no student PII)
- Non-goals (what not to do)
- Verification step (how to check correctness)

Appendix: Example Rubric Scores and Rationale

This appendix provides an example scoring of each mini-case, using the same Level 0–4 dimensions referenced in the document. Scores are illustrative and assume the specific case details for which rubrics are provided in Tables 8 and 9. Districts should adjust scores based on their actual vendor terms, technical controls, and local risk tolerance.

Mini-Case 1 Answer Key – Teacher Workflow (GenAI drafting for family communications)

Example overall decision: Level 2.

Dimension	Example Score (0–4)	Rationale (why this score fits the case details)	What would be required to score higher
Data security/privacy	2	Staff-only drafting with an explicit no-student-PII boundary, district-managed accounts, and short retention (≤ 30 days) reduces exposure. The tool is not integrated with SIS/HR/email systems via API, limiting data flow and blast radius.	To reach Level 3–4: adopt documented SOPs for account management and change control; add periodic audits of settings and sampled outputs; practice incident response (including accidental inclusion of sensitive info); and formalize vendor-change monitoring.
Bias/equity	2	Primary equity risk is uneven quality/coverage of multilingual communications and inconsistent use across buildings. The case includes early translation-quality checks and a plan to extend training beyond pilot sites.	To reach Level 3–4: implement routine equity monitoring (e.g., translation QA, family feedback by language group); publish improvements; and ensure consistent access/training across sites—not just early adopters.
Transparency/accountability	2	A public notice is planned and the workflow preserves human accountability (humans review, edit, and send). Expectations for verification (dates/locations/policy alignment) are explicitly defined.	To reach Level 3–4: publish periodic updates on approved tools and changes; add internal documentation for decisions and revisions; and create a clear escalation path and communication protocol when issues occur.

Mini-Case 2 Answer Key – Student-facing tool (AI tutoring chatbot for math help)

Overall Determination: Level 1.

Dimension	Example Score (0–4)	Rationale (why this score fits the case details)	What would be required to score higher
Data security/privacy	1	Student-facing chat plus transcript retention introduces higher risk and requires stronger evidence before scaling. The case is still in pilot, with key parameters (retention window, deletion rights, and role-based access) under negotiation.	To reach Level 2: execute a DPA with clear retention/deletion limits, purpose limitation, and security controls; implement strict feature restrictions (no free chat, no web browsing); and require family notice/consent (or notice/opt-out) and a documented incident-response workflow.
Bias/equity	1	Known risks include differential accuracy for multilingual learners and accessibility needs, plus over-reliance for lower-confidence students. Early checks are planned but not yet evidenced at scale.	To reach Level 2–3: require multilingual and accessibility testing results, reading-level controls, and monitoring for differential error patterns; pair adoption with explicit instructional routines that build student reasoning and verification, not dependency.
Transparency/accountability	1	Family FAQ and reporting pathway are planned, but sustained transparency and accountability structures (audits, monitoring cadence, public updates) are not yet operationalized.	To reach Level 2–4: formalize student guidance and disclosure norms; establish a monitoring/audit cadence; define stop-use triggers and escalation roles; and publish periodic summaries of tool status, incidents, and improvements.

Appendix: Readiness Resources

[CoSN/CGCS K-12 GenAI Readiness Checklist Questionnaire](#)

Readiness Category	Description of Purpose
What it enables	A structured district conversation about prerequisites for GenAI adoption (policy, training, infrastructure, privacy, equity)
Success tips	Use it to convene a cross-functional team; convert outputs into a 90-day plan with owners and deadlines
Cautions	Avoid treating completion as “permission to deploy”; use it to gate pilots and define monitoring
Best use	Week 0–2 of any district AI initiative; repeat annually as the ecosystem changes

[CoSN/CGCS K-12 GenAI Maturity Tool](#)

Readiness Category	Description of Purpose
What it enables	Progression tracking from early exploration to intentional implementation across instructional and operational objectives
Success tips	Define what “Level 2 → Level 3” looks like in your context; require evidence artifacts for each maturity claim
Cautions	Do not chase maturity levels as optics; focus on risk controls and measurable benefits
Best use	Quarterly or semester reviews for leadership teams overseeing pilots and scaling

[TeachAI: AI Guidance for Schools Toolkit](#)

Readiness Category	Description of Purpose
What it enables	Sample guidance structures and language for staff/students/parents, including principles and risk considerations
Success tips	Adapt sample language into district policy and operational guidance; publish “allowed/prohibited” and verification norms
Cautions	Copy/paste guidance without local constraints (devices, filters, student age, local privacy rules) creates compliance gaps
Best use	Drafting and aligning district guidance; creating one consistent set of expectations across schools

Appendix: Student AI Challenges

[MIT RAISE: Day of AI curriculum](#)

Implementation Category	Description of Purpose
What it enables	A grade-appropriate introduction to AI concepts, with supporting teacher materials and assessments
Success tips	Run as a 1-2-week sprint; capture artifacts (student work and teacher reflections) and identify follow-on units
Cautions	Avoid a “one-off” day with no reinforcement; pair with local guidance on verification and acceptable use
Implementation notes	Assign a district coordinator and build a lightweight evaluation plan (participation, confidence, student artifacts)

[Day of AI](#)

Implementation Category	Description of Purpose
What it enables	Access point for curriculum, adoption logistics, and evidence signals (reach, teacher ratings)
Success tips	Use publicly available materials to align grade-band scope and pacing
Cautions	Do not interpret reach metrics as local impact; still run local evidence collection
Implementation notes	Localize examples to your community context and include equity supports for participation

[Stanford HAI: Stanford AI4ALL](#) (pre-college pathway program)

Implementation Category	Description of Purpose
What it enables	A structured program (online/residential) that builds student AI literacy, identity, and mentorship connections
Success tips	Design district selection supports (transport, advising, stipends) to broaden access
Cautions	Pipeline programs can amplify inequity unless recruitment and supports are intentionally designed
Implementation notes	Consider articulation: credit recognition, capstone alignment, or micro-credentials

[Stanford HAI K-12 education resources](#) (district-facing entry points)

Implementation Category	Description of Purpose
What it enables	A set of K-12 programs and resources that districts can draw on for literacy and stakeholder engagement
Success tips	Use as a curated set of materials for leaders and parents/caregivers
Cautions	Do not rely on external resources as a substitute for local policy and implementation capacity
Implementation notes	Pair with local guidance and a single intake lane for questions and requests

[NSF: Expanding K-12 Resources for AI Education](#)

Implementation Category	Description of Purpose
What it enables	Supplemental funding pathway for existing NSF awardees to expand K-12 AI education resources
Success tips	Use university partners' existing awards as leverage for district-aligned expansion work
Cautions	Grant-driven work can drift toward research outputs rather than district-ready artifacts—set deliverable expectations early
Implementation notes	Clarify data agreements, timelines, and roles; align pilots to the school-year calendar

[RAISE AI Collaborative](#) (rural co-design partnership)

Implementation Category	Description of Purpose
What it enables	Rapid learning cycles and co-design sessions to align AI use with district instructional goals and policy
Success tips	Use peer districts for shared testing and shared artifacts; ensure local values are explicit
Cautions	Without an implementation owner and district-wide communication, innovations remain isolated
Implementation notes	Design for “educator-driven innovation over isolated experimentation” with explicit governance

Appendix: School District Vendor Relationships

[OpenAI: Working with American Federation of Teachers to shape the future of AI in schools](#)

Implementation Category	Description of Purpose
What it enables	Technical support and resources for building classroom-specific tools and integrating into learning systems
Success tips	Require district review of any custom tools (data scope, logging, classroom appropriateness)
Cautions	Clarify whether tools are consumer, education, or enterprise offerings; terms and retention differ by product tier
Implementation notes	Treat “custom tools” as software: require ownership, documentation, and a sunset plan

[Amazon Future Engineer](#)

Implementation Category	Description of Purpose
What it enables	Educators build custom AI tools to support learning; students design AI-powered solutions to community challenges
Success tips	Set constraints: no student PII in tool-building; require human review and transparent documentation
Cautions	Avoid dependency after sponsor period; watch for uneven participation across schools without targeted supports
Implementation notes	Pair with local evaluation and an equity plan for recruitment and coaching

[Digital Promise collaborative](#)

Implementation Category	Description of Purpose
What it enables	Grants to develop openly shared datasets, models, benchmarks, and other infrastructure for education
Success tips	Use open outputs to avoid vendor lock-in; require responsible governance as a condition of use
Cautions	Open infrastructure still requires local safety controls; districts need policy and monitoring for deployment
Implementation notes	Track licensing and data provenance; ensure interoperability with district systems

[IBM P-TECH model](#)

Implementation Category	Description of Purpose
What it enables	No-cost pathway blending high school, community college, and workplace learning with industry partners
Success tips	Align credentials to real job roles; build mentorship and work-based learning as core, not optional
Cautions	Avoid early tracking that narrows options; ensure broad academic pathways remain open
Implementation notes	Clarify governance across partners and ensure student supports (advising, scheduling, transportation)

[Microsoft Copilot in Education](#)

Implementation Category	Description of Purpose
What it enables	Staff productivity and teaching support with administrative controls and school/work accounts
Success tips	Start with staff workflows; require role-based access and clear allowed-use guidance
Cautions	Do not roll out broadly without training, monitoring, and data boundary review
Implementation notes	Document which features are enabled for which roles and how logs are reviewed

Appendix: Internet Safety Curriculum (105 ILCS 5/27-410)

Sec. 27-410. Internet safety education curriculum.

- a. The purpose of this Section is to inform and protect students from inappropriate or illegal communications and solicitation and to encourage school districts to provide education about Internet threats and risks, including without limitation child predators, fraud, and other dangers.
- b. The General Assembly finds and declares the following:
 - 1. it is the policy of this State to protect consumers and Illinois residents from deceptive and unsafe communications that result in harassment, exploitation, or physical harm;
 - 2. children have easy access to the Internet at home, school, and public places;
 - 3. the Internet is used by sexual predators and other criminals to make initial contact with children and other vulnerable residents in Illinois; and
 - 4. education is an effective method for preventing children from falling prey to online predators, identity theft, and other dangers.
- c. Each school may adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12. However, beginning with the 2009-2010 school year, a school district must incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to students in grades 3 through 12. The school board shall determine the scope and duration of this unit of instruction.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught in the district's schools, as determined by the school board, and it is recommended that the unit of instruction include the following topics:

- 1. Safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant messaging, and other means of communication on the Internet.
 - 2. Recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators.
 - 3. Risks of transmitting personal information on the Internet.
 - 4. Recognizing and avoiding unsolicited or deceptive communications received online.
 - 5. Recognizing and reporting online harassment and cyber-bullying, **including the creation and distribution of false representations of individuals created by artificial intelligence, including, but not limited to, sexually explicit images and videos.**
 - 6. Reporting illegal activities and communications on the Internet.
 - 7. Copyright laws on written materials, photographs, music, and video.
- d. Curricula devised in accordance with subsection (c) of this Section may be submitted for review to the Office of the Illinois Attorney General.

- e. The State Board of Education shall make available resource materials for educating children regarding child online safety and may take into consideration the curriculum on this subject developed by other states, as well as any other curricular materials suggested by education experts, child psychologists, or technology companies that work on child online safety issues. Materials may include without limitation safe online communications, privacy protection, cyber-bullying, viewing inappropriate material, file sharing, and the importance of open communication with responsible adults. The State Board of Education shall make these resource materials available on its Internet website.
- f. This Section is repealed on July 1, 2027.

(Source: P.A. 104-399, eff. 1-1-26.)



Appendix: Federal and Illinois Privacy and Data Security Laws

This appendix provides a summary of major federal and Illinois laws on the handling and protection of personal information.

Federal and Illinois Data Security/Privacy Laws

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1970 • Fair Credit Reporting Act (FCRA) • Federal law	Regulates consumer reporting agencies' handling of personal credit information; sets accuracy, access, and correction rights.	First major federal statute to constrain private-sector use of large, centralized personal data files and grant individuals' rights over that data.	Pre-internet era; focused on paper and early computerized credit files. Later applied to online credit reporting and scoring systems.	Originally aimed at paper and early computerized credit files. Today, it applies to online credit reporting, scoring algorithms, and tools that may incorporate education and employment histories—raising questions about how AI-DRIVEN decision systems intersect with long-standing FCRA rights.
1974 • Privacy Act of 1974 • Federal law	Governs how U.S. federal agencies collect, maintain, use, and disclose personal information in systems of records.	First comprehensive federal statute to impose fair information practice principles on government-held personal data.	Adopted in an era of mainframes and early databases, well before internet-era web portals and online services.	Does not mention the internet, social media, or AI, but its fair-information principles now apply to federal WEBSITES, online benefit portals, and internal ANALYTICS and AI deployments that rely on federal systems of records about individuals.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1974 • Family Educational Rights and Privacy Act (FERPA) • Federal law	Protects the privacy of student education records; limits disclosure without consent; grants access and amendment rights.	First federal law specifically devoted to privacy and access rights for student education records.	Enacted long before widespread school networking or internet access; later applied to digital student information systems and learning platforms.	Written without explicit internet or AI language but now governs access and disclosure of records in online student information systems, learning platforms, and, increasingly, AI-enabled tools that use education records.
1957 • State Records Act (5 ILCS 160) • Illinois law	Governs creation, retention, and disposal of state agency records; establishes that state records are property of the state.	Early Illinois framework for systematic management of state-held records, including some that identify individuals.	Pre-computer and pre-internet; later interpreted for electronic records and digital archives.	Predates the public internet and focuses on paper records but now guides retention and disposal of electronic records, email, and digital archives. This Act shapes how long data that may later feed analytics or AI models is kept and when it must be destroyed.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1961 • Local Records Act (50 ILCS 205) • Illinois law	Parallels the State Records Act for local governments and school districts; governs retention and disposal of local records.	Provides structure for local-government and school-district recordkeeping before modern privacy statutes.	Initially about paper records; later used to manage electronic records, email, and digital files in local government and schools.	Predates the public internet and focuses on paper records but now guides retention and disposal of electronic records, email, and digital archives. This Act shapes how long data that may later feed analytics or AI models is kept and when it must be destroyed.
1975 • Illinois School Student Records Act (ISSRA) (105 ILCS 10) • Illinois law	Defines and regulates school student records, including access, disclosure, and retention; grants parent and student rights.	First Illinois statute squarely focused on the privacy and handling of student education records.	Enacted in a largely paper-record environment; later applied to electronic student information systems and vendor-hosted platforms.	Drafted around physical student files but now applied to student information systems, cloud-based gradebooks, and learning management systems used over the internet. As districts pilot AI-assisted analytics or tutoring tools that draw on education records, ISSRA and FERPA form the baseline privacy constraints.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1978 • Right to Financial Privacy Act (RFPA) • Federal law	Limits government access to customer financial records held by financial institutions; requires notice and legal process.	Early federal protection for individual financial records against government overreach.	Addressed paper and microfilm bank records; later applied to electronic banking and online account data.	Responded to government access to paper and microfilm bank records; now also constrains access to electronic and online banking data. AI-based fraud detection and surveillance tools still sit on top of records protected by RFPA.
1979 • Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA)(740 ILCS 110) • Illinois law	Provides strong confidentiality protections for mental health and developmental disability records, with narrow exceptions.	One of the strictest sector-specific confidentiality laws in Illinois, focused on highly sensitive information.	Initially framed around paper clinical records; later extended and interpreted for electronic health records and exchanges.	Enacted in a paper-record context but later amended and interpreted for electronic health records and telehealth. Any AI system trained on or accessing mental health data must comply with these underlying confidentiality obligations, even if the statute does not mention AI by name.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1984 • Freedom of Information Act (FOIA)(5 ILCS 140) • Illinois law	Grants public access to government records, with exemptions for personal privacy, medical records, student records, and other sensitive information.	Major transparency statute that simultaneously recognizes explicit privacy exemptions for personal information.	Originally focused on physical files; later extended to electronic records, emails, and online databases.	Originally conceived for physical files but increasingly applied to electronic records, email, and digital databases accessible via government websites. privacy exemptions now operate in a world where records may be indexed, searched, and cross-linked, including data feeding analytics and AI tools inside agencies.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1996-2003 • Health Insurance Portability and Protection Act (HIPAA) Privacy and Security Rules • Federal law	Established national standards for the privacy and security of individually identifiable health information, including electronic personal health information.	First detailed federal framework for protecting electronic personal health data through privacy rights and security safeguards.	Developed as health records digitized and networked; later applied to health information exchanges and patient portals on the internet.	Developed as health systems shifted from paper charts to electronic health records and networked claims systems. Today, many health apps and emerging AI clinical tools rely on personal health information governed by HIPAA rules, making its security requirements a template for protecting sensitive data in AI contexts.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
1998-1999 • Children's Online Privacy Protection Act (COPPA) and Gramm-Leach-Bliley Act (GLBA) • Federal law	COPPA restricts data collection from children under 13 on commercial websites; GLBA requires privacy notices and safeguards for financial customer data.	Early federal acknowledgment of online children's privacy (COPPA) and formal, risk-based safeguards for financial data (GLBA).	These laws explicitly reference online services and websites, marking a shift into internet-era data protection.	COPPA directly references commercial websites and online services directed to children under 13, while GLBA anticipates networked financial systems. These statutes mark some of the first times internet-era services and online data flows are explicitly regulated at the federal level, foreshadowing later AI-related concerns in both sectors.
2005-2006 • Personal Information Protection Act (PIPA) (815 ILCS 530) • Illinois law	Requires notification of Illinois residents when certain computerized personal information is breached; defines and protects specified data elements.	One of the early state breach-notification and data-security statutes focused on computerized personal information.	Direct response to large-scale digital data breaches and hacking incidents involving networked and internet-connected systems.	Squarely about computerized personal information and security breaches, reflecting a world of networked systems and hacking. Although not drafted with AI in mind, the same breach-notification duties apply when AI systems rely on or expose underlying personal data.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
2010 • Children’s Identity Protection Act (IPA)(5 ILCS 179) • Illinois law	Requires state and local agencies to adopt identity-protection policies for Social Security numbers (SSNs) and restricts their use and display.	Explicitly targets misuse and overexposure of SSNs across government entities.	References electronic transmission and prohibits posting or transmitting SSNs over the internet without safeguards, tying directly into online-risk concerns.	Expressly mentions internet risks, including prohibitions on posting SSNs on websites and requirements for secure transmission. Enacted as identity theft and online exposure of SSNs became salient risks in a networked world.
2009-2024+ • Internet Safety Instruction (105 ILCS 5/27-410, formerly 105 ILCS 5/27-13.3) • Illinois law	Requires age-appropriate instruction on safe and responsible online behavior, including privacy, cyberbullying, and online solicitation; recent updates address AI-generated false images.	First Illinois curricular mandate to address student behavior and privacy in online environments, with recent explicit references to AI-generated content.	Tracks the evolution from early internet and email to social media, mobile devices, and now AI-generated deepfakes and synthetic media.	Originally focused on early internet use, email, and chat rooms. as social media and mobile devices became central to students’ lives, implementation shifted toward social networking and cyberbullying. The newest language explicitly references AI-generated false images and videos, threading AI into an originally pre-AI set of online-safety concerns.

Year and Law	Scope/Focus	Significance	Context	Context with Internet/Social/ AI Threading
2010 • Children’s Identity Protection Act (IPA)(5 ILCS 179) • Illinois law	Requires state and local agencies to adopt identity-protection policies for Social Security numbers (SSNs) and restricts their use and display.	Explicitly targets misuse and overexposure of SSNs across government entities.	References electronic transmission and prohibits posting or transmitting SSNs over the internet without safeguards, tying directly into online-risk concerns.	Expressly mentions internet risks, including prohibitions on posting SSNs on websites and requirements for secure transmission. Enacted as identity theft and online exposure of SSNs became salient risks in a networked world.
2019-2021 • Student Online Personal Protection Act (SOPPA)(105 ILCS 85) • Illinois law	Regulates how edtech vendors collect, use, share, and protect student data in online services for schools; requires data privacy agreements and security measures.	First comprehensive Illinois statute governing student data in online services and vendor relationships.	Enacted amid widespread edtech and cloud adoption; now directly applicable to AI-enabled instructional tools and analytics platforms used over the internet.	Designed in an era of pervasive internet-based edtech and cloud services; all vendor interactions are mediated through online platforms and APIs. As AI-powered tools are integrated into these services, SOPPA’s vendor contract and security requirements become the primary mechanism for governing student data in AI-infused tools.

Appendix: District Next Steps for AI Policy, AUP, and IUP

Machine Learning

AI Policy:

- Require vendors to disclose when ML is used (e.g., prediction, recommendation, scoring), what inputs it relies on, and what human decisions remain required (district “no black box” expectation)([NIST AI RMF 1.0](#))
- Align district definitions and guidance to Illinois requirements for AI guidance concepts (including ML)([105 ILCS 5/2-3.118a](#))

AUP:

- Require staff to treat ML outputs as decision supports (hypotheses), corroborated with non-AI evidence before instructional or student-support actions ([U.S. ED OET AI report](#))

IUP:

- For ML tools that rank, flag, or score students, require human review plus routine monitoring for bias and drift, with a documented pause/appeal pathway ([NIST AI RMF 1.0](#))

Natural Language Processing and Computer Vision

AI Policy:

- Inventory district tools that include NLP/CV and explicitly classify intended uses (accessibility supports vs. monitoring/surveillance functions)([AI4K12 Five Big Ideas in AI poster](#))

AUP:

- Require educator verification for NLP-generated summaries/translations used for instruction or communication (drafts, not authoritative truth)([U.S. ED OET AI report](#))

IUP:

- Restrict high-risk vision uses (e.g., biometric identification, emotion inference) absent documented educational necessity and safeguards ([NIST AI RMF 1.0](#))

Generative Artificial Intelligence

AI Policy:

- Establish approved GenAI use categories (drafting, ideation, scaffolding) and prohibited uses (authoritative guidance without verification; sensitive data entry)([UNESCO GenAI guidance](#))

AUP:

- Require disclosure norms for AI assistance (staff materials and student work), including what was AI-generated vs. human-authored and what was verified ([U.S. ED OET AI report](#))

IUP:

- Require student-facing safeguards (age-appropriate settings, supervision expectations, harmful-output reporting procedures)([UNESCO GenAI guidance](#))

Hallucinations

AI Policy:

- Adopt a district verification expectation for any AI-generated factual claim used in instruction or operations (source triangulation plus citation validation)([NIST AI RMF 1.0](#))

AUP:

- Require staff and students to attach evidence (sources, page/line notes, primary documents) for AI-assisted factual claims ([U.S. ED OET AI report](#))

IUP:

- Prohibit GenAI from producing official district guidance or legal interpretations without documented human review and authoritative sources ([NIST AI RMF 1.0](#))

Bias, Fairness, and Equity

AI Policy:

- Require equity impact review before scaling any AI tool that predicts, flags, scores, or recommends (disaggregated error checks plus mitigation plan)([NIST AI RMF 1.0](#))

AUP:

- Require staff training and practice expectations: AI outputs must be interpreted through culturally and linguistically responsive practice, not treated as neutral truth ([U.S. ED OET AI report](#))

IUP:

- Ban fully automated high-stakes decisions (placement, discipline, special education determinations) without documented human deliberation and evidence ([U.S. ED OET AI report](#))

Deepfakes and Synthetic Media

AI Policy:

- Define synthetic media and deepfakes in district policy and align to safety/discipline protocols, including reporting and evidence preservation ([UNESCO synthetic content primer](#))

AUP:

- Require disclosure/labeling for approved synthetic media used for learning; prohibit creating/distributing non-consensual synthetic content involving students/staff ([UNESCO deepfakes guidance article](#))

IUP:

- Implement a response playbook for deepfake incidents (safeguarding, documentation, family communication, supports), plus an expectation for verification instruction ([UNESCO deepfakes guidance article](#))

Academic Integrity

AI Policy:

- Define district-wide AI integrity expectations by task type (practice vs. assessment; drafting vs. final), aligned to learning objectives ([UNESCO GenAI guidance](#))

AUP:

- Require student disclosure norms and process evidence (drafts, annotations, reflections) when AI is permitted; explicitly teach attribution norms ([U.S. ED OET AI report](#))

IUP:

- Restrict use of AI-detection tools as sole evidence; require educator review and multiple evidence sources before consequences ([U.S. ED OET AI report](#))

Privacy and Data Stewardship

AI Policy:

- Require a DPA and documented data-flow review for any approved AI tool; use a standard agreement structure such as the SDPC National DPA ([SDPC NDPA](#))
- Publish district rules on data minimization/retention and prohibit vendor use of district data beyond contract scope ([SDPC NDPA Standard \(PDF\)](#))

AUP:

- Prohibit staff and students from entering personally identifiable information or sensitive student information into non-approved AI tools; require de-identification practices ([SDPC \(resources\)](#))

IUP:

- Establish an audit/enforcement routine for AI tool use (discovery, escalation, remediation, re-training), aligned to privacy agreements and district policy ([SDPC \(resources\)](#))

Transparency

AI Policy:

- Maintain and publish an approved AI tools inventory (purpose, data elements, retention, oversight requirements, contact for issues) ([NIST AI RMF \(overview\)](#))

AUP:

- Require staff to label AI-generated drafts in shared materials until verified; disclose AI use where it materially affects instruction or communication ([U.S. ED OET AI report](#))

IUP:

- Require vendors to provide documentation of system limits and updates and establish triggers for re-review after significant changes ([NIST AI RMF 1.0](#))

Validity and Reliability

AI Policy:

- Require validity and reliability evidence (and local pilot evidence) before using AI for scoring or placement, guided by testing standards ([Testing Standards](#))

AUP:

- Require educators to corroborate AI scoring and feedback with rubric evidence; prohibit grade-from-AI without teacher confirmation ([Testing Standards](#))

IUP:

- For any AI influencing grades or placement, require an appeal pathway, periodic error analysis, and monitoring for subgroup impacts ([NIST AI RMF 1.0](#))

Safety and Well-Being

AI Policy:

- Prohibit student-facing AI from substituting counseling or mental health services; define escalation expectations to qualified staff ([NIST AI RMF 1.0](#))

AUP:

- Require staff reporting when AI produces self-harm, hate, harassment, sexual content, or grooming risk indicators; preserve the interaction for review ([U.S. ED OET AI report](#))

IUP:

- Establish a harmful-output incident protocol (disable tool, notify vendor, document incident, communicate and support, as appropriate)([NIST AI RMF \(overview\)](#))

Security and Resilience

AI Policy:

- Require security expectations in contracts (access controls, breach notice, retention limits) using a standard structure such as the SDPC NDPA ([SDPC NDPA](#))

AUP:

- Require staff to use only district-managed accounts and configurations for AI tools and prohibit personal accounts for district work involving student data ([SDPC NDPA Standard \(PDF\)](#))

IUP:

- Establish operational resilience expectations (fallback plans when AI tools fail; communication procedures; recovery steps)([NIST AI RMF 1.0](#))

Explainability and Interpretability

AI Policy:

- Require vendors to provide meaningful explanation artifacts for AI outputs used in instruction and support (inputs, limits, confidence indicators, what-not-to-do guidance)([NIST AI RMF 1.0](#))

AUP:

- Require staff to document when an AI output influenced an instructional or support decision and what human evidence was used to confirm or override ([U.S. ED OET AI report](#))

IUP:

- Prohibit use of non-explainable AI outputs in high-stakes contexts where rationale must be defensible to students and families ([NIST AI RMF \(overview\)](#))

Human Oversight and Accountability

AI Policy:

- Establish governance roles (owner, reviewer, approver, incident lead) and a decision-rights matrix for AI-enabled tools ([NIST AI RMF 1.0](#))

AUP:

- Require that AI outputs never substitute for teacher judgment in grading, placement, or student support decisions without human verification ([U.S. ED OET AI report](#))

IUP:

- Establish an escalation and redress pathway (how concerns are submitted, reviewed, corrected, and communicated)([NIST AI RMF \(overview\)](#))

Theory of Mind

AI Policy:

- Explicitly state that AI cannot replace educator relational judgment (e.g., interpreting intent, motivation, emotion) and that human relationships remain primary in learning systems design ([U.S. ED OET AI report](#))

AUP:

- Require staff to avoid using AI tools as proxies for student intent or emotion; use AI outputs only alongside direct observation, conversation, and professional judgment ([APA: theory of mind](#))

IUP:

- Prohibit AI-based emotion inference or affect detection for student evaluation or discipline absent rigorous review and explicit safeguards ([NIST AI RMF 1.0](#))

Human Nature – How People Learn

AI Policy:

- Require AI adoption decisions to include a learning science alignment check (how the tool supports motivation, feedback, belonging, and authentic practice)([How People Learn II](#))

AUP:

- Require educators to use AI outputs as drafts and scaffolds integrated into pedagogy consistent with established learning principles ([How People Learn II](#))

IUP:

- Prohibit AI-only instructional models for core learning experiences without documented human-facilitated interaction and developmental appropriateness protections ([UNESCO GenAI guidance](#))

Intersubjectivity

AI Policy:

- Define human-centered AI use expectations that protect relational learning (discussion, collaboration, conferencing) as primary modes of meaning-making ([How People Learn II](#))

AUP:

- Require staff to avoid replacing human dialogue (feedback conferences, restorative conversations, learning discussions) with AI-mediated communication when relational understanding is necessary ([apa: intersubjectivity](#))

IUP:

- Restrict AI uses that may erode trust or shared reality (e.g., synthetic media without labeling; automated communications that misrepresent human intent)([UNESCO synthetic content primer](#))

Appendix: Social and Emotional Learning Standards Alignment for the 16 Cases

This appendix aligns each case to (1) Illinois Social/Emotional Learning (SEL) standards benchmarks by grade-cluster, (2) CASEL competencies, and (3) ASCA Mindsets & Behaviors.

Standards documents

- [Illinois SEL Standards \(ISBE\) – Goal 1 \(PDF\)](#)
- [Illinois SEL Standards \(ISBE\) – Goal 2 \(PDF\)](#)
- [Illinois SEL Standards \(ISBE\) – Goal 3 \(PDF\)](#)
- [Illinois SEL benchmarks \(compiled review table PDF\)](#)
- [CASEL SEL Framework \(PDF\)](#)
- [ASCA Student Standards: Mindsets & Behaviors \(PDF\)](#)

Case	Illinois SEL Benchmark Anchors	CASEL Competencies	ASCA Mindsets & Behaviors
PK-2 – Teacher	1A.1a; 1A.1b; 3B.1a	Self-Awareness; Self-Management; Responsible Decision-Making	M1; B-SMS2; B-LS1
PK-2 – Teacher	3A.1b; 1A.1a	Responsible Decision-Making; Self-Management	M1; B-SMS9; B-LS5
PK-2 – Student	1A.1b; 1C.1b; 2C.1b	Self-Management; Relationship Skills	M1; B-SMS7; B-SS3
PK-2 – Student	2A.1b; 2C.1b; 3A.1b	Social Awareness; Relationship Skills; Responsible Decision-Making	M2; B-SS1; B-SMS1
Grade 3-5 – Teacher	1A.2b; 1C.2b; 3B.2a	Self-Awareness; Self-Management; Responsible Decision-Making	M4; B-LS1; B-LS5; B-SMS5
Grade 3-5 – Teacher	2B.2a; 2D.2b; 3A.2a	Social Awareness; Relationship Skills; Responsible Decision-Making	M2; B-SS4; B-SS5; B-SMS9
Grade 3-5 – Student	1A.2a; 1A.2b; 1C.2b	Self-Management; Self-Awareness	M1; B-SMS7; B-SMS8
Grade 3-5 – Student	3A.2b; 3B.2a; 2D.2b	Responsible Decision-Making; Relationship Skills	M3; B-SS5; B-LS9
Grade 6-8 – Teacher	1A.3a; 1A.3b; 1B.3b	Self-Management; Self-Awareness; Relationship Skills	M1; B-SMS7; B-SS3
Grade 6-8 – Teacher	2C.3a; 2A.3b; 3B.3a	Relationship Skills; Social Awareness; Responsible Decision-Making	M2; B-SS1; B-LS6
Grade 6-8 – Student	3A.3b; 3B.3b; 2C.3b	Responsible Decision-Making; Self-Management; Social Awareness	B-LS1; B-LS5; B-SMS7
Grade 6-8 – Student	2D.3b; 1A.3b; 2C.3a	Relationship Skills; Self-Management	M2; B-SMS2; B-SS8

Case	Illinois SEL Benchmark Anchors	CASEL Competencies	ASCA Mindsets & Behaviors
Grade 9-12 – Teacher	1A.4a; 1A.4b; 3A.4a	Self-Management; Relationship Skills; Responsible Decision-Making	M1; B-SMS9; B-SS3
Grade 9-12 – Teacher	3A.4b; 3B.4a; 2C.4a	Responsible Decision-Making; Relationship Skills; Social Awareness	M2; B-SS5; B-LS9
Grade 9-12 – Student	3C.4a; 2C.4a; 3B.4b	Relationship Skills; Responsible Decision- Making; Social Awareness	B-SS7; B-SS8; M2
Grade 9-12 – Student	1C.4b; 1A.4b; 3B.4a	Self-Management; Self-Awareness; Responsible Decision-Making	M4; B-SMS8; B-LS3

Note: Illinois SEL benchmarks are organized in grade clusters (K-3, 4-5, 6-8, 9-10, 11-12). For the PK-2 band, districts commonly use K-3 benchmarks as the closest anchor.

Appendix: Student Selfhood, Engagement, and Agency in AI-Mediated Schoolwork

This appendix summarizes selected empirical studies and other reports about how AI use in schoolwork (student-facing generative AI, automated evaluation/feedback, and AI-enabled monitoring) can influence student engagement and students' sense of themselves as capable agents (authorship, autonomy, self-efficacy, and perceived fairness).

1. Benefits that can strengthen engagement and student agency

- Lower barrier to starting and iterating: When teachers explicitly integrate generative AI for brainstorming or planning, students can enter tasks faster and spend more time revising and refining work (especially for writing-heavy tasks). ([Common Sense Media 2024](#))
- Sustained practice through faster feedback cycles: In automated writing evaluation (AWE), students can remain on task and make meaningful revision efforts within a single session, which can support engagement through immediate opportunities to improve. ([Roscoe et al. 2017](#))
- Perceived fairness can increase when evaluation processes are transparent: College students in experimental vignettes perceived AI evaluators as fairer than teachers, with information transparency explaining much of the difference. ([Chai et al. 2024](#))
- Explanations protect agency and trust: Providing explanations for evaluation outcomes reduced (but did not eliminate) differences in perceived fairness between AI and teacher evaluators, implying that explainability is a practical lever for maintaining student trust and willingness to re-engage. ([Chai et al. 2024](#))
- Clear norms can reduce “hidden practice” and reinforce authorship: National teen survey data show many teens have not used ChatGPT for schoolwork, and usage is uneven across groups; transparent expectations help students remain authors rather than rule-navigators. ([Pew Research Center 2025](#))

2. Unintended consequences that can reduce engagement and weaken agency

- Misattribution harms identity and belonging: Teens report instances where teachers incorrectly flagged original work as AI-generated, with higher rates reported by Black teens than Latino or white teens—this can undermine trust, willingness to take academic risks, and sense of being fairly recognized. ([Common Sense Media 2024](#))
- Negative user experience can drive disengagement over time: In AWE, students' initial expectations and immediate perceptions shaped final perceptions, and final perceptions guided future intentions—students who found the system unhelpful were less willing to continue using it. ([Roscoe et al. 2017](#))
- Algorithmic surveillance reduces perceived autonomy and can impair performance: Participants under algorithmic (vs. human) surveillance reported less autonomy, performed worse in some tasks, and reported higher resistance intentions; framing surveillance as developmental (informational) mitigated negative effects. ([Schlund et al. 2024](#))
- Online proctoring can feel invasive and coercive: Students report concerns about the amount and personal nature of information shared with proctoring companies; institutional power dynamics and trust in the institution may suppress open opposition, which is an agency red flag. ([Balash et al. 2021](#))

- Learning analytics can create “datafied” student identities: Analytics often requires linking data to individuals and can expand to broad data scope; without safeguards, students can be treated as objects of prediction rather than participants with voice and choice. ([Rubel & Jones 2016](#)); ([Prinsloo & Slade 2015](#))

3. Implementation levers that consistently shift outcomes toward agency-preserving engagement

- Make authorship visible: Require short student “decision logs” documenting where AI was used (ideas, revision, checking) and what the student accepted/rejected and why—reinforces identity as author and evaluator of work. ([UNESCO 2023/2025 update](#)); ([UNICEF Innocenti 2025](#))
- Explain criteria and outcomes: Fairness perceptions improve when information is transparent and students receive explanations; treat evaluation (human or AI) as accountable to the learner. ([Chai et al. 2024](#))
- Position AI feedback as hypotheses, not verdicts: Explicitly teach students to corroborate AI feedback with rubrics, examples, and teacher/peer review; this supports self-regulation and reduces over-reliance. ([Roscoe et al. 2017](#))
- Minimize surveillance and provide opt-outs or alternatives where feasible: Learning analytics ethics emphasizes autonomy interests; opt-out structures and meaningful choice reduce student vulnerability and protect agency. ([Rubel & Jones 2016](#)); ([Prinsloo & Slade 2015](#))
- Build error-and-appeal pathways (especially for AI-detection and automated scoring): False positives and opaque scoring undermine belonging and willingness to persist; formal review pathways can preserve trust. ([Common Sense Media 2024](#))

Appendix: Digital Citizenship and AI Literacy Alignment by Content Area

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
PK-2 Teacher — “I used an AI story helper... and the story got weird.” (Unexpected content)	Early Childhood — Language Arts (storytelling) + Social/Emotional safety routines	Pre-teach “safe/unsafe content” + “stop-tell-switch” routine. If AI content feels scary/odd, pause, tell an adult, and switch activities. Reinforce privacy (no names/addresses).	“Stop-Tell-Switch” picture card + teacher incident note template (what happened, what safety step, adult follow-up)	• NetSmartz — Educator Resources • Common Sense Education — Digital Literacy & Citizenship • FTC — Net Cetera Sesame Workshop — Digital Well-Being
PK-2 Student — Student-led: “Can we make a calm corner that actually works?” (Well-being routines)	Early Childhood — Social/Emotional development + health/safety routines in classroom settings	Co-design a “digital well-being station” (breaks, breathing, offline choices). Students practice noticing body cues and selecting a regulation strategy when devices frustrate or overstimulate. Post as class visuals.	Class “digital well-being station” poster + student self-rating (smiley scale) before/after device time	• Sesame Workshop — Digital Well-Being • Common Sense Education — Digital Literacy & Citizenship • FTC — Protecting Kids Online

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
PK-2 Student – Student-led: “Our class tech rules—what should they be?” (Norms + belonging)	Early Childhood – Classroom community norms + oral language routines (helping language, turn- taking)	Students co- create 4–5 class tech norms (kindness, help- seeking, privacy, sharing). Practice with role-plays: what to say/do when someone uses a tool in a way that hurts feelings or breaks rules. Publish a class agreement.	Signed class tech agreement (pictures + simple words) + role-play rubric (kind words, privacy, help- seeking)	• Common Sense Education – Digital Literacy & Citizenship • NetSmartzKids (NCMEC) • TeachAI – Sample Student Agreement • Be Internet Awesome – AI Literacy Guide (PDF)
Grade 3-5 Teacher – “The AI feedback made my writing worse.” (confidence + verification)	Grades 3–5 – ELA writing (revision, voice, clarity) + academic self- efficacy	Teach a “revision triangle”: (1) AI suggestion, (2) author’s purpose/ voice, (3) evidence from rubric. Students must accept/reject suggestions with a reason and cite what they changed. End with confidence reflection (“what I kept because it’s me”).	Revision log: AI suggestion → keep/change → reason (rubric/ voice/evidence) + final draft annotation	• Be Internet Awesome – Educator Resources • Be Internet Awesome – AI Literacy Guide PDF • AI4K12 – Five Big Ideas in AI poster • TeachAI – Toolkit

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
Grade 3-5 Teacher — “A rumor started online—now it’s in our room.” (Social media spillover)	Grades 3–5 — Digital citizenship/ civics norms + ELA speaking/listening (structured discussion)	Use a rumor-response protocol: pause, verify, respond kindly, report. In discussion, students distinguish claim/evidence and rehearse respectful language for conflict de-escalation. Create a class “online-to-offline” norm.	Rumor-check worksheet (claim, source, evidence, kind response) + class norm poster	• Be Internet Awesome – Educator Resources • NetSmartzKids (NCMEC) • Common Sense Education – Digital Literacy & Citizenship • News Literacy Project – Teach News Literacy
Grade 3-5 Student — Student-led: “We want a screen reset plan that doesn’t feel like punishment.”	Grades 3–5 — Health/wellness routines (body cues, regulation strategies) + classroom climate	Students design a “screen reset” menu (movement, hydration, buddy check, offline choice) plus a fair trigger rule (when/ why to reset). Use class check-in data to revise the plan and keep it supportive, not punitive.	Screen reset menu + simple data tracker (student check-ins) + revision notes from class meeting	• Common Sense Education – Digital Literacy & Citizenship • Sesame Workshop – Digital Well-Being • FTC – Protecting Kids Online

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
Grade 3-5 Student — Student-led: “Our AI rules for schoolwork—what’s fair?”	Grades 3-5 — Academic integrity norms + AI literacy (help vs. replace) within daily classroom tasks	Students draft “AI for schoolwork” rules with examples: allowed help (brainstorming, feedback) vs. replacing work. Add disclosure expectations and a simple verification step (two sources/ check with text).	Student-written AI use agreement + disclosure sentence stems + verification checklist (two sources/text evidence)	• TeachAI — Sample Student Agreement • Be Internet Awesome — AI Literacy Guide (PDF) • CodeAI • AI4K12 — Five Big Ideas in AI poster
Grade 6-8 Teacher — “They’re using a chatbot at night for anxiety.” (AI + mental health boundaries)	Grades 6-8 — Health education (help-seeking, coping, sleep) + digital boundaries	Boundary lesson: AI is not counseling. Teach a help- seeking ladder (trusted adult, counselor, crisis resources) and a “night use” plan (sleep, device-off, coping strategy). Practice scripts for reaching out when anxious.	Personal boundary plan (when not to use AI, who to contact) + help- seeking ladder card	• TeachAI — Toolkit • Common Sense Education — Digital Literacy & Citizenship • UNESCO — “Guidance for generative AI in education and research” • FTC — Protecting Kids Online

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
Grade 6-8 Teacher — “AI feedback in grading—students think I don’t care.” (Trust + assessment)	Grades 6–8 — Assessment literacy + feedback practices within core content assignments	Assessment trust routine: transparent criteria + human feedback loop. If AI assists feedback, students see (a) what AI suggested, (b) what teacher validated/edited, (c) next steps. Students complete “feedback receipts” (what I’ll do next).	Feedback receipt: what I learned, what teacher confirmed, next revision step + integrity log if AI used	• TeachAI — Toolkit • Common Sense Education — Digital Literacy & Citizenship • WA OSPI — Classroom Considerations (PDF) • AI4K12 — Five Big Ideas in AI poster
Grade 6-8 Student — Student-led: “We want an AI reality- check club— misinformation is stressing us out.”	Grades 6–8 — Digital citizenship/ inquiry skills + coping strategies for overwhelm	Students run an “AI reality-check” cycle: pick a trending claim, test it, log evidence, and present corrections calmly. Pair with coping routines for overwhelm (pause, breathe, talk) and norms for respectful disagreement.	Reality-check log (claim, tests, evidence, conclusion) + group presentation slide/one-pager	• Civic Online Reasoning (Digital Inquiry Group) • News Literacy Project — Teach News Literacy • Common Sense Education — Digital Literacy & Citizenship • Be Internet Awesome — Educator Resources

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
Grade 6-8 Student — Student-led: “Phones, group chats, and I can’t escape school drama.”	Grades 6–8 — Health education (sleep, boundaries, communication skills) + peer dynamics	Teach a “group chat drama” protocol: pause, don’t amplify, check intent, move to private/ offline repair, seek adult help if needed. Students create a boundary plan (quiet hours, muting, leaving chats) and practice repair language.	Group-chat boundary plan + repair script cards + reflection on what de-escalated the situation	• Common Sense Education — Digital Literacy & Citizenship • NetSmartz — Educator Resources • Be Internet Awesome — Educator Resources • FTC — Protecting Kids Online
Grade 9-12 Teacher — “The chatbot gave harmful advice.” (AI limits + safety)	Grades 9–12 — Health/safety protocols + digital risk awareness	Safety mini-lesson: limits of AI advice + escalation. Students practice scenario triage (low/medium/high risk) and identify when to stop using AI and contact a human. Add documentation norms for referrals as appropriate.	Risk triage flowchart + safety decision log (stop AI, human contact, resources)	• UNESCO — “Guidance for generative AI in education and research” • TeachAI — Toolkit • NetSmartz — Educator Resources • Common Sense Education — Digital Literacy & Citizenship

Case (ID + focus)	Content Area	Digital Citizenship/ AI Ethics Integration (in the lesson)	Student Artifact (evidence)	Vetted Materials (public links)
Grade 9-12 Teacher – “AI detection feels like surveillance.” (Trust, fairness, climate)	Grades 9–12 – Academic integrity + procedural fairness (policy literacy) within assessment practices	Procedural fairness routine for AI-detection: transparency, student notice, opportunity to explain, and multiple evidence sources. Teach students to document process (drafts, sources, prompt log) so integrity checks focus on learning— not surveillance.	Integrity evidence packet template (draft history, sources, prompt log) + fairness checklist for staff use	• TeachAI – Sample Student Agreement • WA OSPI – Classroom Considerations (PDF) • CodeAI – Artificial Intelligence • Common Sense Education – Digital Literacy & Citizenship
Grade 9-12 Student – Student-led: “College pressure, AI shortcuts, and burnout.”	Grades 9–12 – Academic identity/ ownership within rigorous coursework + wellness skills (planning, balance)	Academic identity + wellness routine: plan workload, define acceptable AI support, and require disclosure + verification. Students develop a personal “AI use plan” aligned to goals and stress management (sleep, breaks, support).	Personal AI use plan + weekly check-in (learning goals, disclosure, verification, stress indicators)	• TeachAI – Sample Student Agreement • Common Sense Education – Digital Literacy & Citizenship • CodeAI – Artificial Intelligence • UNESCO – “Guidance for generative AI in education and research”

Reference frameworks and competency anchors

- [AI4K12: Five Big Ideas in AI \(initiative homepage\)](#)
- [AI4K12: Five Big Ideas in AI poster](#)
- [UNESCO: "Guidance for generative AI in education and research"](#)
- [UNESCO: AI Competency Framework for Teachers \(PDF\)](#)
- [UNESCO: AI Competency Framework for Students](#)

Appendix: Digital Citizenship and AI Literacy in Specific Content Areas

ELA and Mathematics PreK-Grade 2

Digital Citizenship Curriculum/Resource

- [Common Sense Education – Digital Citizenship](#) (K-2 scope/sequence)
- [Sesame Workshop – Digital Well-Being \(early childhood\)](#)
- [NetSmartzKids \(NCMEC\) – videos/games](#)
- [FTC – Net Cetera \(family guide + activities\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Safe sharing basics (what counts as private info; ask a trusted adult)
- Kindness and respectful communication online; help-seeking routines
- Early security habits framed as “ask first” and “don’t click unknown”
- Healthy media routines (time, attention, feelings) and adult support
- Content age fit: short, concrete, teacher-led routines; role-play and visuals

AI Literacy Curriculum/Resource

- [Be Internet Awesome – AI Literacy Guide \(Grades 2-8\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- AI as a “helper” that can be wrong; begin verify/check habits
- Privacy basics: do not input personal info; teacher-managed use
- Informed use: kindness, tell an adult if unsure; simple disclosure norms
- Content age fit: anchor charts + short routines; heavily teacher-facilitated

AI Guardrails/“Do Not Do” (boundaries)

No personal info in tools; teacher selects/controls tools and prompts; AI is not a “truth source”; tell an adult if confused or upset

ELA Integration (Resource → Task → Output)

- [Common Sense](#) → Sort “OK to share” vs. “private” statements → Class anchor chart + 1-sentence reflection
- [NetSmartzKids](#) → Watch a safety vignette; role-play “stop-tell-ask” → Bystander/help-seeking script cards
- BIA AI (Gr 2) → Compare AI answer vs. book/teacher → “AI said / Verified by” recording sheet

Math Integration (Resource → Task → Output)

- Sesame Well-Being → Weekly tally of “screen breaks” → Simple bar graph + discussion prompt
- [Common Sense](#) → Picture graph of classroom device rules → Counts/compare most vs. least
- AI4K12 (anchor) → Unplugged sorting “model” game → Explain mistakes and why we check

ELA and Mathematics Grades 3-5

Digital Citizenship Curriculum/Resource

- [Be Internet Awesome – Educator resources + Interland](#)
[Common Sense – Digital Citizenship & Citizenship](#) (3–5)
- [Common Sense – Digital Passport \(grades 3–5 game\)](#)
- [NetSmartz \(NCMEC\) – educator resources K–12](#)

Digital Citizenship Implementation Notes (what it teaches)

- Privacy/security habits (tricky messages, stronger password concepts)
- Digital footprint/identity (reputation, consent basics, responsible posting)
- Digital citizenship beginnings (credible vs. not; cross-check expectations)
- Cyberbullying prevention and reporting pathways
- Content age fit: scenario practice + games; students can explain “why”

AI Literacy Curriculum/Resource

- [Be Internet Awesome – AI Literacy Guide \(Grades 2–8\)](#)
- [CodeAI – AI for Oceans \(Hour of AI\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- How ML learns from examples (training data); why examples matter
- Early bias concept: unrepresentative data can yield unfair/incorrect results
- GenAI can hallucinate; students must verify with trusted sources/adults
- Ethical norms: responsibility, transparency, kindness; classroom commitments
- Content age fit: hands-on demos + explicit “trust-but-verify” routines; heavily teacher-facilitated

AI Guardrails/“Do Not Do” (boundaries)

No personal/sensitive data; disclose AI use when used; verify factual claims with non-AI sources; avoid using AI for peer conflict or private matters

ELA Integration (Resource → Task → Output)

- [Common Sense](#) → Website credibility mini-rubric during research → Source check slip attached to paragraph
- Interland → Play scenario; write “what should happen next” → Short evidence-based response
- BIA AI → Brainstorm with AI; verify facts with 2 sources → Verification-log appendix

Math Integration (Resource → Task → Output)

- [AI for Oceans](#) → Run 2 training sets; record accuracy → Table + comparison statement
- Digital Passport → Privacy checklist scoring sample posts → Point totals + justification
- Interland → Security habits survey (class) → Percentages + reflection on risk

ELA and Mathematics Grades 6-8

Digital Citizenship Curriculum/Resource

- [Cyber Civics – Middle School Curriculum](#) (subscription required)
- [Social Media TestDrive – simulation modules](#)
- [Civic Online Reasoning \(Digital Inquiry Group\)](#)
- [News Literacy Project – educator tools](#)
- [Digital Connections – interactive video series \(6-8\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Identity, relationships, and online conflict (norms, repair, escalation prevention)
- Algorithmic feeds and persuasion (attention shaping; manipulation awareness)
- Verification routines (lateral reading; sourcing; corroboration)
- Privacy in practice (settings, consent, risk tradeoffs)
- Content age fit: discussion + authentic scenarios; connect to SEL and belonging

AI Literacy Curriculum/Resource

- [CodeAI – AI & Machine Learning unit \(CS Discoveries\)](#)
- [CodeAI – How AI Works \(video + lessons\)](#)
- [TeachAI – AI Guidance for Schools Toolkit](#)
- [WA OSPI – Human-Centered AI Guidance \(PDF\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- Model basics: features, training/testing, errors, limits; evaluation of outputs
- Bias and fairness: representation in data; impacts; mitigation thinking
- Transparency/accountability norms; human oversight and disclosure practices
- Safe-use routines: privacy boundaries, verification, and citation

- Content age fit: pair technical concepts with ethics cases and documentation

AI Guardrails/“Do Not Do” (boundaries)

Do not input personal/sensitive data; do not treat AI as authoritative; require citations + corroboration; disclose AI assistance; do not use AI to target/harass peers

ELA Integration (Resource → Task → Output)

- Civic Online Reasoning → Lateral read 2 sources for an argument → 1-paragraph credibility memo + citations
- News Literacy Project → Annotate article: claim/evidence/opinion → Marked-up text + verification checklist
- [TeachAI](#) (norms) → Use AI for drafting; require disclosure + verification → AI Use & Verification Appendix

Math Integration (Resource → Task → Output)

- Social Media TestDrive → Quantify feed categories across profiles → Proportions chart + sampling-bias explanation
- [CodeAI](#) AIML → Compute accuracy/error counts across tests → Comparison table + model choice justification
- Cyber Civics → Analyze survey of online behaviors → Percentages + interpretation of limitations

ELA and Mathematics Grades 9-12

Digital Citizenship Curriculum/Resource

- [Cyber Civics – Curriculum hub](#) (subscription required)
- [Civic Online Reasoning \(Digital Inquiry Group\)](#)
- [News Literacy Project – educator tools](#)
- [iCivics – Civic Digital citizenship](#)
- [Common Sense – Digital citizenship & Citizenship \(9-12\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Advanced source/claim evaluation (evidence quality, motive, amplification networks)
- Civic participation online (rights/responsibilities, discourse norms, platform power)
- Privacy, consent, digital identity; intellectual property and responsible creation
- Managing mis/disinformation and manipulation using verification routines
- Content age fit: inquiry projects, debates, authentic media analysis

AI Literacy Curriculum/Resource

- [CodeAI – AI education hub \(incl. Societal Impact of GenAI\)](#)
- [TeachAI – AI Guidance for Schools Toolkit](#)
- [UNESCO – “Guidance for generative AI in education and research”](#)
- [WA OSPI – Human-Centered AI Guidance \(PDF\)](#)
- [AI4K12 – Five Big Ideas poster](#)

AI Literacy Implementation Notes (what it teaches)

- Conceptual understanding of modern AI/GenAI; strengths/limits and failure modes
- Governance: transparency, accountability, privacy, risk tiers, human oversight
- Bias and societal impact analysis; mitigation and policy responses

- Academic integrity + disclosure; process documentation and verification standards
- Content age fit: policy + ethics case studies; research and authentic projects

AI Guardrails/“Do Not Do” (boundaries)

No sensitive data; no AI for counseling/medical/legal determinations; no automated grading decisions without human review; disclose AI use; verify high-stakes claims with authoritative sources

ELA Integration (Resource → Task → Output)

- Civic Online Reasoning → Source credibility memo for research essay → Lateral-reading log + rationale
- [TeachAI](#) → AI-assisted drafting with audit trail → Prompts + revision trail + verification appendix
- [Common Sense](#) → IP/citation mini-lesson for multimedia composition → Proper citations + reflection

Math Integration (Resource → Task → Output)

- News Literacy Project → Quantify misinformation spread in a case (rates/percent change) → Data brief + limitations
- [CodeAI](#) AI hub → Output audit tally across prompts → Error-type frequency table + analysis
- iCivics → Polling/survey critique (sampling, bias) → Written critique + improved survey plan

Social Science and Science PreK-Grade 2

Digital Citizenship Curriculum/Resource

- [Common Sense Education – Digital Citizenship \(K-2 scope/sequence\)](#)
- [Sesame Workshop – Digital Well-Being \(early childhood\)](#)
- [NetSmartzKids \(NCMEC\) – videos/games](#)
- [FTC – Net Cetera \(family guide + activities\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Safe sharing basics (what counts as private info; ask a trusted adult)
- Kindness and respectful communication online; help-seeking routines
- Early security habits framed as “ask first” and “don’t click unknown”
- Healthy media routines (time, attention, feelings) and adult support
- Content age fit: short, concrete, teacher-led routines; role-play and visuals

AI Literacy Curriculum/Resource

- [Be Internet Awesome – AI Literacy Guide \(grades 2-8; select Grade 2\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- AI as a “helper” that can be wrong; begin verify/check habits
- Privacy basics: do not input personal info; teacher-managed use
- Informed use: kindness, tell an adult if unsure; simple disclosure norms
- Content age fit: anchor charts + short routines; heavily teacher-facilitated

AI Guardrails/“Do Not Do” (boundaries)

No personal info in tools; teacher selects/controls tools and prompts; AI is not a “truth source”; tell an adult if confused or upset

Science Integration (Resource → Task → Output)

- Be Internet Awesome (Grade 2) → Ask AI a science fact; verify in nonfiction text → Two-column verification chart
- [Common Sense](#) → Identify an online “tricky” science image claim → “Ask first” routine poster
- AI4K12 (anchor) → Observe/classify objects; note errors → “We need more examples” talk move

Social Studies Integration (Resource → Task → Output)

- [Net Cetera](#) → Family/community discussion about safe sharing → Home-school pledge (one page)
- [Common Sense](#) → Trusted adults + community helpers online/offline → Help network map
- [NetSmartzKids](#) → Safety rule sorting (school/home) → Classroom norms chart

Social Science and Science Grades 3–5

Digital Citizenship Curriculum/Resource

- [Be Internet Awesome – Educator resources + Interland](#)
- [Common Sense – Digital citizenship & Citizenship \(3–5\)](#)
- [Common Sense – Digital Passport \(grades 3–5 game\)](#)
- [NetSmartz \(NCMEC\) – educator resources K–12](#)

Digital Citizenship Implementation Notes (what it teaches)

- Privacy/security habits (tricky messages, stronger password concepts)
- Digital footprint/identity (reputation, consent basics, responsible posting)
- Digital citizenship beginnings (credible vs. not; cross-check expectations)
- Cyberbullying prevention and reporting pathways
- Content age fit: scenario practice + games; students can explain “why”

AI Literacy Curriculum/Resource

- [Be Internet Awesome – AI Literacy Guide \(grades 2–8\)](#)
- [CodeAI – AI for Oceans \(Hour of AI\)](#)
[CodeAI – Our AI Code of Ethics \(lesson\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- How ML learns from examples (training data); why examples matter
- Early bias concept: unrepresentative data can yield unfair/incorrect results
- GenAI can hallucinate; students must verify with trusted sources/adults
- Ethical norms: responsibility, transparency, kindness; classroom commitments

- Content age fit: hands-on demos + explicit “trust-but-verify” routines

AI Guardrails/“Do Not Do” (boundaries)

No personal/sensitive data; disclose AI use when used; verify factual claims with non-AI sources; avoid using AI for peer conflict or private matters

Science Integration (Resource → Task → Output)

- [AI for Oceans](#) → Classify organisms/traits; connect to “features” → Explanation of misclassifications
- [Common Sense](#) → Evaluate a science “fun fact” site → Corroborate 1 claim before poster use
- [Be Internet Awesome](#) → Generate an explanation; mark “needs evidence” → Annotated draft + corrected version

Social Studies Integration (Resource → Task → Output)

- [AI Code of Ethics](#) → Translate ethics statements into project norms → Student-signed norms card
- [NetSmartz](#) → Online safety scenario tied to community rules → “Responsible citizen” pledge
- [Common Sense](#) → Digital footprint case study → Decision tree for posting/sharing

Social Science and Science Grades 6-8

Digital Citizenship Curriculum/Resource

- [Cyber Civics – Middle School Curriculum](#) (subscription required)
- [Social Media TestDrive – simulation modules](#)
- [Civic Online Reasoning \(Digital Inquiry Group\) – evaluation routines](#)
- [News Literacy Project – educator tools](#)
- [Digital Connections – interactive video series \(6-8\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Identity, relationships, and online conflict (norms, repair, escalation prevention)
- Algorithmic feeds and persuasion (attention shaping; manipulation awareness)
- Verification routines (lateral reading; sourcing; corroboration)
- Privacy in practice (settings, consent, risk tradeoffs)
- Content age fit: discussion + authentic scenarios; connect to SEL and belonging

AI Literacy Curriculum/Resource

- [CodeAI – AI & Machine Learning unit \(CS Discoveries\)](#)
- [CodeAI – How AI Works \(video + lessons\)](#)
- [TeachAI – AI Guidance for Schools Toolkit](#)
- [WA OSPI – Human-Centered AI Guidance \(PDF\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- Model basics: features, training/testing, errors, limits; evaluation of outputs
- Bias and fairness: representation in data; impacts; mitigation thinking
- Transparency/accountability norms; human oversight and disclosure practices

- Safe-use routines: privacy boundaries, verification, and citation
- Content age fit: pair technical concepts with ethics cases and documentation

AI Guardrails/“Do Not Do” (boundaries)

Do not input personal/sensitive data; do not treat AI as authoritative; require citations + corroboration; disclose AI assistance; do not use AI to target/harass peers

Science Integration (Resource → Task → Output)

- Civic Online Reasoning → Vet a science claim before CER → COR checklist attached to CER
- How AI Works → Identify inputs/features and predict errors → Short lab-style write-up (variables/limits)
- [CodeAI](#) AIML → Training-data change experiment → Results table + “what changed and why” explanation

Social Studies Integration (Resource → Task → Output)

- [Cyber Civics](#) + TestDrive → Analyze persuasive design and civic discourse → Class “pause-check-share” norms + reflection
- Civic Online Reasoning → Trace viral claim to origin → 1-page civic responsibility brief
- News Literacy Project → Evaluate misinformation case → Corrective communication plan (who/what/how)

Social Science and Science Grades 9-12

Digital Citizenship Curriculum/Resource

- [Cyber Civics – Curriculum hub](#) (subscription required)
- [Civic Online Reasoning \(Digital Inquiry Group\)](#)
- [News Literacy Project – educator tools](#)
- [iCivics – Civic Digital citizenship](#)
- [Common Sense – Digital citizenship & Citizenship \(9-12\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Advanced source/claim evaluation (evidence quality, motive, amplification networks)
- Civic participation online (rights/responsibilities, discourse norms, platform power)
- Privacy, consent, digital identity; intellectual property and responsible creation
- Managing mis/disinformation and manipulation using verification routines
- Content age fit: inquiry projects, debates, authentic media analysis

AI Literacy Curriculum/Resource

- [CodeAI – AI education hub \(incl. Societal Impact of GenAI\)](#)
- [TeachAI – AI Guidance for Schools Toolkit](#)
- [UNESCO – “Guidance for generative AI in education and research”](#)
- [WA OSPI – Human-Centered AI Guidance \(PDF\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- Conceptual understanding of modern AI/GenAI; strengths/limits and failure modes
- Governance: transparency, accountability, privacy, risk tiers, human oversight
- Bias and societal impact analysis; mitigation and policy responses

- Academic integrity + disclosure; process documentation and verification standards
- Content age fit: policy + ethics case studies; research and authentic projects

AI Guardrails/“Do Not Do” (boundaries)

No sensitive data; no AI for counseling/medical/legal determinations; no automated grading decisions without human review; disclose AI use; verify high-stakes claims with authoritative sources

Science Integration (Resource → Task → Output)

- WA OSPI/UNESCO (teacher use) → High-stakes AI risk analysis (health/medical claims) → Risk-tier memo + guardrails
- [CodeAI](#) AI hub → Evaluate AI explanations vs. peer-reviewed sources → Annotated comparison + citations
- [TeachAI](#) → Required verification for lab report claims → Verification checklist stapled to report

Social Studies Integration (Resource → Task → Output)

- iCivics + Civic Online Reasoning → Policy memo on GenAI in schools (privacy/disclosure/risk) → Memo + evidence citations
- [Cyber Civics](#) Subscription Required → Platform power and civic participation seminar → Socratic notes + position statement
- News Literacy Project → Misinformation response plan for a real case → Communication strategy + stakeholder map

Fine Arts and CTE PreK-Grade 2

Digital Citizenship Curriculum/Resource

- [Common Sense Education – Digital Citizenship \(K-2 scope/sequence\)](#)
- [Sesame Workshop – Digital Well-Being \(early childhood\)](#)
- [NetSmartzKids \(NCMEC\) – videos/games](#)
- [FTC – Net Cetera \(family guide + activities\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Safe sharing basics (what counts as private info; ask a trusted adult)
- Kindness and respectful communication online; help-seeking routines
- Early security habits framed as “ask first” and “don’t click unknown”
- Healthy media routines (time, attention, feelings) and adult support
- Content age fit: short, concrete, teacher-led routines; role-play and visuals

AI Literacy Curriculum/Resource

- [Be Internet Awesome – AI Literacy Guide \(grades 2-8; select Grade 2\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- AI as a “helper” that can be wrong; begin verify/check habits
- Privacy basics: do not input personal info; teacher-managed use
- Informed use: kindness, tell an adult if unsure; simple disclosure norms
- Content age fit: anchor charts + short routines; heavily teacher-facilitated

AI Guardrails/“Do Not Do” (boundaries)

No personal info in tools; teacher selects/controls tools and prompts; AI is not a “truth source”; tell an adult if confused or upset

Fine/Performing Arts Integration (Resource → Task → Output)

- [Common Sense](#) → Design “Be Kind/Be Safe” poster → Oral explanation of each icon
- Be Internet Awesome (Grade 2) → If AI suggests a caption, revise with own words → Labeled draft + reflection sentence
- Sesame Well-Being → Create “calm-down” visuals for transitions → Class routine cards

Health/SEL/Advisory Integration (Resource → Task → Output)

- Sesame Well-Being → Feelings check-in before/after device time → Self-regulation routine plan
- [NetSmartzKids](#) → Practice reporting when content feels scary/mean → Role-play exit tickets
- [Common Sense](#) → Kind comment starters → Class conversation norms

CTE/CS Integration (Resource → Task → Output)

- AI4K12 (anchor) → Give step-by-step directions (algorithm) → “Computer follows instructions” poster
- Be Internet Awesome (Grade 2) → Safe vs unsafe inputs practice → Class rule card (no personal info)
- [Common Sense](#) → Device login routines (teacher-led) → Responsibility checklist

Fine Arts and CTE Grades 3-5

Digital Citizenship Curriculum/Resource

- [Be Internet Awesome – Educator resources + Interland](#)
- [Common Sense – Digital citizenship & Citizenship \(3-5\)](#)
- [Common Sense – Digital Passport \(grades 3-5 game\)](#)
- [NetSmartz \(NCMEC\) – educator resources K-12](#)

Digital Citizenship Implementation Notes (what it teaches)

- Privacy/security habits (tricky messages, stronger password concepts)
- Digital footprint/identity (reputation, consent basics, responsible posting)
- Digital citizenship beginnings (credible vs. not; cross-check expectations)
- Cyberbullying prevention and reporting pathways
- Content age fit: scenario practice + games; students can explain “why”

AI Literacy Curriculum/Resource

- [Be Internet Awesome – AI Literacy Guide \(grades 2-8\)](#)
- [CodeAI – AI for Oceans \(Hour of AI\)](#)
- [CodeAI – Our AI Code of Ethics \(lesson\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- How ML learns from examples (training data); why examples matter
- Early bias concept: unrepresentative data can yield unfair/incorrect results
- GenAI can hallucinate; students must verify with trusted sources/adults
- Ethical norms: responsibility, transparency, kindness; classroom commitments

- Content age fit: hands-on demos + explicit “trust-but-verify” routines

AI Guardrails/“Do Not Do” (boundaries)

No personal/sensitive data; disclose AI use when used; verify factual claims with non-AI sources; avoid using AI for peer conflict or private matters

Fine/Performing Arts Integration (Resource → Task → Output)

- [Common Sense](#) → Attribution line for every image/audio → Completed credits slide/page
- Be Internet Awesome → If AI drafts a caption, revise and label assistance → Before/after drafts + note
- Digital Passport → “Creative remix” rules → Student checklist for responsible reuse

Health/SEL/Advisory Integration (Resource → Task → Output)

- [NetSmartz](#) → Bystander strategies for cyberbullying → Role-play rubric + reflection
- [Common Sense](#) → Repair statements and conflict de-escalation → Script practice cards
- Interland → Identify “tricky” persuasion → Personal “pause before share” plan

CTE/CS Integration (Resource → Task → Output)

- [AI for Oceans](#) → Data-quality reflection → Mini “model reflection” paragraph
- Be Internet Awesome → Create classroom AI boundaries poster → Allowed/not allowed/ examples
- AI4K12 (anchor) → Explain “AI learns from examples” → Student-created concept map

Fine Arts and CTE Grades 6-8

Digital Citizenship Curriculum/Resource

- [Cyber Civics – Middle School Curriculum](#) (subscription required)
- [Social Media TestDrive – simulation modules](#)
- [Civic Online Reasoning \(Digital Inquiry Group\) – evaluation routines](#)
- [News Literacy Project – educator tools](#)
- [Digital Connections – interactive video series \(6-8\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Identity, relationships, and online conflict (norms, repair, escalation prevention)
- Algorithmic feeds and persuasion (attention shaping; manipulation awareness)
- Verification routines (lateral reading; sourcing; corroboration)
- Privacy in practice (settings, consent, risk tradeoffs)
- Content age fit: discussion + authentic scenarios; connect to SEL and belonging

AI Literacy Curriculum/Resource

- [CodeAI – AI & Machine Learning unit \(CS Discoveries\)](#)
- [CodeAI – How AI Works \(video + lessons\)](#)
- [TeachAI – AI Guidance for Schools Toolkit](#)
- [WA OSPI – Human-Centered AI Guidance \(PDF\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- Model basics: features, training/testing, errors, limits; evaluation of outputs
- Bias and fairness: representation in data; impacts; mitigation thinking
- Transparency/accountability norms; human oversight and disclosure practices

- Safe-use routines: privacy boundaries, verification, and citation
- Content age fit: pair technical concepts with ethics cases and documentation

AI Guardrails/“Do Not Do” (boundaries)

Do not input personal/sensitive data; do not treat AI as authoritative; require citations + corroboration; disclose AI assistance; do not use AI to target/harass peers

Fine/Performing Arts Integration (Resource → Task → Output)

- Civics Online Reasoning → Verify provenance and license for media → “Source card” (origin/license/edits) attached to project
- [TeachAI](#) → Label AI-assisted drafts; reflect on authorship/bias → Artist statement + disclosure line
- [Cyber Civics](#) Subscription Required → Discuss IP and respectful remix → Credits page + ethical rationale

Health/SEL/Advisory Integration (Resource → Task → Output)

- Digital Connections → Scenario circle on online conflict → Repair plan + help-seeking pathway
- TestDrive → Identify emotional triggers in posts → Personal attention plan (boundaries/notifications)
- [Cyber Civics](#) → Identity and belonging online → Reflective journal prompt + group norms

CTE/CS Integration (Resource → Task → Output)

- [CodeAI](#) AIML → Build “model card lite” → Purpose/data/limits/bias + override guidance
- WA OSPI (teacher use) → Apply classroom AI protocol → Completed disclosure + verification checklist
- [TeachAI](#) → Evaluate a tool’s privacy/bias claims → Vendor/tool evaluation questions sheet

Fine Arts and CTE Grades 9-12

Digital Citizenship Curriculum/Resource

- [Cyber Civics – Curriculum hub](#) (subscription required)
- [Civic Online Reasoning \(Digital Inquiry Group\)](#)
- [News Literacy Project – educator tools](#)
- [iCivics – Civic Digital citizenship](#)
- [Common Sense – Digital citizenship & Citizenship \(9-12\)](#)

Digital Citizenship Implementation Notes (what it teaches)

- Advanced source/claim evaluation (evidence quality, motive, amplification networks)
- Civic participation online (rights/responsibilities, discourse norms, platform power)
- Privacy, consent, digital identity; intellectual property and responsible creation
- Managing mis/disinformation and manipulation using verification routines
- Content age fit: inquiry projects, debates, authentic media analysis

AI Literacy Curriculum/Resource

- [CodeAI – AI education hub \(incl. Societal Impact of GenAI\)](#)
- [TeachAI – AI Guidance for Schools Toolkit](#)
- [UNESCO – “Guidance for generative AI in education and research”](#)
- [WA OSPI – Human-Centered AI Guidance \(PDF\)](#)
- [AI4K12 – Five Big Ideas in AI poster](#)

AI Literacy Implementation Notes (what it teaches)

- Conceptual understanding of modern AI/GenAI; strengths/limits and failure modes
- Governance: transparency, accountability, privacy, risk tiers, human oversight
- Bias and societal impact analysis; mitigation and policy responses

- Academic integrity + disclosure; process documentation and verification standards
- Content age fit: policy + ethics case studies; research and authentic projects

AI Guardrails/“Do Not Do” (boundaries)

No sensitive data; no AI for counseling/medical/legal determinations; no automated grading decisions without human review; disclose AI use; verify high-stakes claims with authoritative sources

Fine/Performing Arts Integration (Resource → Task → Output)

- [Common Sense](#) → Licensing/attribution plan for production → Credits plan + permissions log
- [TeachAI](#) → Artist statement on AI use (authorship/bias) → Statement + labeled artifacts
- [CodeAI](#) AI hub → Critique AI-generated media impacts → Short critique essay + examples

Health/SEL/Advisory Integration (Resource → Task → Output)

- [Cyber Civics](#) → Digital identity strategy tied to goals → Personal plan + risk/benefit analysis
- TeachAI/WA OSPI → “When not to use AI” seminar (privacy/mental health) → Scenario decisions + referral pathways
- [Common Sense](#) → Consent and reputation case study → Decision framework + reflection

CTE/CS Integration (Resource → Task → Output)

- [CodeAI](#) AI hub → Compare two AI tools for the same task → Structured evaluation (accuracy/bias/privacy)
- UNESCO/WA OSPI → Map use cases to risk tiers → Guardrails matrix + presentation
- [TeachAI](#) → Workplace readiness: assess vendor claims → Due diligence checklist + questions

Appendix: 16 Cases with Social and Emotional Learning, Content, and Special Population Strategies

Case 1 – PK-2 Teacher. “It keeps guessing wrong and now I’m mad.” (AI frustration and regulation)

**Content area:**

ELA – Foundational literacy (vocabulary/labeling; literacy centers) + SEL (regulation)

Case:

During a literacy center rotation, the teacher uses a simple “picture-to-words” tool to help students label classroom objects. One student keeps getting wrong labels and starts crumpling their paper and pushing the tablet away.

Context:

The class is practicing naming feelings and using calm-down strategies. The teacher is also trying to introduce basic AI ideas in a safe way: “Sometimes computers ‘guess.’ Computers can produce ideas, but people must make check what is produced.”

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.1a; 1A.1b; 3B.1a
- CASEL competencies: Self-Awareness; Self-Management; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M1; B-SMS2; B-LS1

Content standards alignment:

- Primary standards: Illinois Learning Standards – English Language Arts (K-2): L.K.6; L.1.6; L.2.6 (vocabulary acquisition/use); W.K.2; W.1.2; W.2.2 (labeling/informative writing)
- Secondary standards (as applicable for discussion routines): Illinois Learning Standards – English Language Arts (K-2): SL.K.1; SL.1.1; SL.2.1 (collaborative conversations)

Suggested approaches to support implementation:

The teacher narrates emotions (“I see you’re frustrated”), pauses the tool, and uses a brief co-regulation routine. Then the teacher models: “The computer guessed. We check. We can fix it.” The student re-engages with adult support.

Avoid:

The teacher treats the output as correct (“the computer said it, so it’s right”), ignores escalating frustration, or uses the tool as a compliance lever (“do it or you lose centers”).

Facilitator/team questions:

- Where is the “human check” built in?
- What quick regulation routines do staff use before technology becomes a trigger?
- How do we message that AI guesses are not verdicts?

AI literacy/digital citizenship integration:

Embed a 10-12 minute “AI guesses/humans check” routine inside the core task (before students use any AI helper).

- Teacher move: Use one short clip/activity from [NetSmartzKids](#) or [Common Sense](#) to name feelings and safe help-seeking (“Stop, breathe, ask an adult”).
- Content embed: Have students compare the AI’s guess to a class anchor chart (letters/sounds, sight words, counting/patterns) and circle the evidence that proves the right answer.
- Artifact: Students complete a one-sentence reflection strip: “The computer guessed _____. I checked with _____. I feel _____.”
- Family connection: Send home a one-page digital well-being tip ([Sesame Workshop](#)) about taking breaks and asking for help.

Aligned resources:

- [Common Sense Education – Digital Citizenship & Citizenship](#) – Use K–2 lessons for media balance, feelings, and safety
- [NetSmartzKids \(NCMEC\)](#) – Short videos/games to teach safe choices and help-seeking
- [Sesame Workshop – Digital Well-Being](#) – Early-childhood routines for breaks, regulation, and connection
- [Be Internet Awesome – AI Literacy Guide \(PDF\)](#) – Grade 2-appropriate AI literacy activities

How this case is modified when moving from SEL-only to SEL + content:

With SEL-only, the success criteria is primarily behavioral/relational (child names feeling, co-regulates, re-engages). With content included, the case is modified so the task has a measurable learning target (e.g., labeling classroom objects/early vocabulary) and the adult response must preserve both (a) regulation and (b) access to the literacy objective (i.e., the student still practices labeling with supports, not avoidance or compliance).

Core facilitation questions that change because of content specificity:

1. What is the explicit learning target for the center (what counts as success in literacy)?
2. What scaffolds allow the student to continue the literacy task after co-regulation (choice set, reduced item count, peer pairing)?
3. What evidence will the teacher collect that the student learned the vocabulary/labels without outsourcing to the tool?

Content area/standards alignment:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; Secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same ‘trust-but-verify’ routines.

Special population strategies (implementation tips)

- MLL: Add a home-language + visuals co-regulation option: feelings cards in the student’s strongest language; allow labeling feelings using pictures/gestures first; pair with a bilingual peer/adult for a 10-second “name it” routine. Teacher script: “The computer guessed. We check together—in any language.”
- Gifted/Talented: Add a “debug the guess” extension: student tests 3 images (easy/medium/hard), records when the tool fails, and proposes a classroom “fairness rule” (e.g., “AI guesses aren’t grades”). Keep it playful and non-evaluative.
- High-incidence IEP/504: Add sensory/executive-function supports: reduce on-screen load, offer a physical alternative (picture cards), provide a predictable stop signal, and ensure the tool works with accessibility features (e.g., voice input). Document that frustration behavior is not treated as defiance.
- Twice exceptional (2e): Offer an optional “challenge lane” (e.g., “Why did it guess wrong?”) while keeping the main task short, concrete, and checklist-based to reduce executive-function load.

Case 2 – PK-2 Teacher. “I used an AI story helper ... and the story got weird.” (Unexpected content)



Content area:

ELA – Narrative (story elements, retell, listening/response) + SEL (emotional safety routines)

Case:

A teacher tries a story generator to create a silly class book about classroom pets. The output includes a scary theme that is not developmentally appropriate. A student looks worried and another starts repeating the scary line.

Context:

The teacher wants creative support, but the class needs predictable, safe language. Students are still learning boundaries between pretend and real.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3A.1b; 1A.1a
- CASEL competencies: Responsible Decision-Making; Self-Management
- ASCA Mindsets & Behaviors: M1; B-SMS9; B-LS5

Content standards alignment:

- Primary standards: Illinois Learning Standards – English Language Arts (K–2): RL.K.2; RL.1.2; RL.2.2 (retell; central message/lesson); W.K.3; W.1.3; W.2.3 (narrative writing)
- Secondary standards (as applicable for speaking/presenting): Illinois Learning Standards – English Language Arts (K–2): SL.K.4; SL.1.4; SL.2.4 (describe; tell a story with details)

Suggested approaches to support implementation:

The teacher immediately stops, names the mismatch (“That part isn’t for our class”), replaces with a teacher-written line, and uses it as a simple AI literacy moment: “AI can make mistakes. Adults check first.”

Avoid:

The teacher reads it anyway because it is “funny” or “already printed,” or asks students to process scary material without adult scaffolding.

Facilitator/team questions:

- What are the adult preview expectations for AI-generated content?
- What is our plan when content is off-task, scary, biased, or inappropriate?

AI literacy/digital citizenship integration:

- Use the case as a shared-reading mini-unit: “When a tool makes something unexpected, we stop and get help.”
- Before any writing: Teach a five-step safety script from [NetSmartz](#) (Stop–Close–Tell–Show–Switch to a safe activity).
- Content embed (ELA): Students rewrite the “weird” part using teacher-provided sentence frames (beginning/middle/end) and label what changed to make it age-appropriate.
- Digital citizenship embed: Use a [Common Sense](#) K-2 lesson segment to practice distinguishing “private vs. okay to share” when a tool asks for information.

Artifact:

- Class “Safe Story Helper Rules” poster with picture icons; students sign with fingerprints

Aligned resources:

- [NetSmartz](#) – Educator Resources – Stop/close/tell routines and classroom materials
- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Privacy and security and media balance lessons for K-2
- FTC – [Net Cetera](#) – Conversation starters and safety guidance for adults
- [Sesame Workshop](#) – Digital Well-Being – Age-appropriate “switch” and break routines

How this case is modified when moving from SEL-only to SEL + content:

SEL-only framing focuses on emotional safety (stop, reassure, restore calm). Adding content requires modifying the activity so it still teaches a defined literacy skill (e.g., story elements, vocabulary, retelling) while implementing an adult content-screening routine. The teacher intervention becomes both a safety response and a literacy move (replace line, model revision, re-anchor to story purpose).

Core facilitation questions that change because of content specificity:

1. What literacy skill is the story activity intended to teach (retell, sequence, character/setting)?
2. What is the teacher pre-check protocol aligned to that skill (preview, select excerpts, rewrite prompts)?
3. How do we assess comprehension/retell when the original text was altered (what evidence shows learning occurred)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add “preview in the language of delivery” and check idioms: teacher previews outputs and removes culturally confusing/scary phrases; if translation is used, back-translate a key sentence to verify meaning before reading aloud.
- Gifted/Talented: Add a student “tone and safety editor” role: student helps classify story lines as “OK for our class / not OK,” explaining why (age-appropriateness, kindness). Emphasize empathy over cleverness.
- High-incidence IEP/504: Add predictable narrative supports: social-story structure, first/then visuals, and opt-out if a student has anxiety triggers. Ensure no student is required to process scary content publicly.
- Twice exceptional (2e): Provide an “editor-in-chief” option that channels advanced reasoning into safety/appropriateness criteria, but require a brief, concrete revision product to prevent over-analysis.

Case 3 – PK-2 Student. Student-led: “Can we make a calm corner that actually works?” (Well-being routines)



Content area:

PE/Health – Personal health & well-being skills (self-regulation routines; digital well-being)

Case:

Students notice that when someone is upset after tablet time, they often cry. A few students ask the teacher if the class can design a “calm corner” with picture cards and a timer.

Context:

Students are learning feelings vocabulary and routines. The team wants to normalize breaks as a skill, not a punishment.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.1b; 1C.1b; 2C.1b
- CASEL competencies: Self-Management; Relationship Skills
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SS3

Content standards alignment:

Primary standards:

- National Health Education Standards (K-2): Standard 5 (Decision-Making); Standard 7 (Practice health-enhancing behaviors) – applied to self-regulation routines and digital well-being habits.

Secondary standards (only if you explicitly teach/assess the optional tracking component):

- Illinois Learning Standards – Mathematics (K-2): K.MD.B.3; 1.MD.C.4; 2.MD.D.10 (categorize/represent data)

Other content alignment possibilities:

- Math – ILS Mathematics (K-2): K.MD.B.3; 1.MD.C.4; 2.MD.D.10 (represent/interpret data; measurement/time) when students tally/graph which regulation strategies help and how quickly the class returns to learning

Suggested approaches to support implementation:

The teacher supports students to choose a few simple options (breathing card, sensory tool, quiet book). The class practices when calm, not only during escalation. Adults track what works and adjust.

Avoid:

The calm corner becomes a time-out corner, used only for misbehavior, or is used without adult coaching so students feel isolated.

Facilitator/team questions:

- How do we teach and practice regulation routines proactively?
- How do we prevent tech breaks from becoming shame-based?

AI literacy/digital citizenship integration:

- Turn the calm corner into a digital well-being learning station that explicitly connects body cues to tech choices (not just behavior management).
- Teach the routine with [Sesame Workshop](#) Digital Well-Being resources (e.g., short video + movement break) and practice the same routine after any screen/AI activity.
- Content embed: Students create a simple “Feelings & Focus” data chart (tally marks) comparing how they feel before/after a screen break; use this for math talk.
- Digital citizenship embed: Use a [Common Sense](#) “media balance” micro-lesson to define “pause” and “switch” as skills, not punishments.

Artifact:

- Student-made visual choice board (three options) for “pause and reset” that travels with classroom devices.

Aligned resources:

- [Sesame Workshop](#) — Digital Well-Being — Movement/break routines; family-friendly resources
- [Common Sense Education](#) — AI Literacy/Digital Citizenship & Citizenship — Media balance and well-being mini-lessons
- FTC — Protecting Kids Online/[Net Cetera](#) — Adult guidance for healthy online habits

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on designing a supportive routine. With content included, the case is modified to connect the calm-corner routine to instructional access: regulation as a prerequisite for learning. The calm-corner options and timer are selected not only for comfort but to help students return to a learning task (attention, participation, language use).

Core facilitation questions that change because of content specificity:

1. What classroom tasks are students returning to (circle time listening, centers, partner talk)?
2. Which calm-corner choices best support re-entry into those tasks (breathing before speaking, sensory tool before writing)?
3. How will staff measure whether the routine improves learning engagement (time-to-return, participation rate)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add multilingual calm-corner artifacts: picture supports + home-language labels; include family input on calming routines that are culturally familiar; allow students to choose without words.
- Gifted/Talented: Add a student-led “measure what works” routine: simple tally chart (no names) tracking which strategies help the class re-focus; emphasize privacy and collective improvement.
- High-incidence IEP/504: Add IEP/504 alignment: confirm calm-corner use matches behavior plans/accommodations; explicitly prohibit using the calm corner as punishment; offer timed breaks and re-entry scripts.
- Twice exceptional (2e): Provide a choice of “design + test” roles (data tracker, routine designer, materials lead) to leverage strengths while maintaining predictable, low-load routines.

Case 4 – PK-2 Student. Student-led: “Our class tech rules—what should they be?” (Norms and belonging)



Content area:

ELA – Speaking & Listening (class norms, helping language, turn-taking) + Digital Citizenship routines

Case:

A student says, “I don’t like when people laugh when I get the tablet wrong.” Another says, “It’s not fair when someone takes it.” The class proposes making simple, picture-based tech rules.

Context:

Students are building classroom community, taking turns, and learning empathy.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2A.1b; 2C.1b; 3A.1b
- CASEL competencies: Social Awareness; Relationship Skills; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M2; B-SS1; B-SMS1

Content standards alignment:

Primary standards:

- Illinois Learning Standards – English Language Arts (K-2): SL.K.1; SL.1.1; SL.2.1 (collaborative discussions); SL.K.6; SL.1.6; SL.2.6 (express ideas clearly)

Secondary standards (only if you explicitly teach/assess the optional tracking component):

- Illinois Learning Standards – English Language Arts (K-2): W.K.1; W.1.1; W.2.1 (opinion writing)

Suggested approaches to support implementation:

The teacher facilitates co-creation of three to five rules (kind words, take turns, ask for help, stop when upset). The rules are practiced and reinforced with specific praise and consistent routines.

Avoid:

Adults dictate rules without student voice, or only enforce rules after conflicts, or use rules to remove access without teaching replacement behaviors.

Facilitator/team questions:

- How do we teach “helping language” when AI/tech frustrates someone?
- How do we reinforce belonging and reduce shame?

AI literacy/digital citizenship integration:

- Co-create class tech rules using an existing curriculum script ([Common Sense](#) or [NetSmartz](#)) so students practice the language of respect, privacy, and belonging.
- Content embed: During morning meeting, read a short scenario card, then have students sort it into “OK at school/Not OK at school/Ask first” (classification + reasoning).
- AI embed (grade 2): Use one [Be Internet Awesome – AI Literacy Guide \(PDF\)](#) activity to teach that AI can be wrong and should not be “in charge” of our choices.

Artifact:

- A six-rule “Class Tech Promise” poster (student voice + pictures) that is referenced before device use and after conflicts
- Family connection: Share the same six rules in plain language for home–school consistency

Aligned resources:

- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Norms, belonging, and respectful communication lessons
- [NetSmartzKids \(NCMEC\)](#) – Kid-friendly scenarios to practice safe choices
- [TeachAI](#) – Sample Student Agreement – Model for co-creating student-facing AI rules
- [Be Internet Awesome – AI Literacy Guide \(PDF\)](#) – Simple AI concepts + safe choices

How this case is modified when moving from SEL-only to SEL + content:

SEL-only emphasizes belonging and empathy. With content added, the tech rules are also positioned as instructional participation norms (who gets talk time, how students ask for help, how peers respond), which supports language development and collaborative learning expectations.

Core facilitation questions that change because of content specificity:

1. What specific academic talk moves do we want students to practice (ask for help, rephrase, encourage)?
2. How will rules be rehearsed as part of daily instruction (modeled stems, role-play)?
3. What observable indicators show both belonging and improved participation (reduced laughing/shaming; increased help-seeking language)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add rules in plain language + visuals + home-language versions for families; role-play with sentence frames
- (“Can I have a turn?” “Please stop.”) so language isn’t a barrier to participation.
- Gifted/Talented: Add a fairness lens: students propose a rule about not teasing mistakes and not treating “fast” as “better.” Include: “AI makes mistakes; people are responsible.”
- High-incidence IEP/504: Add explicit “access needs are not cheating” language: headphones, speech-to-text, or extra time may be required supports; peers do not police accommodations.
- Twice exceptional (2e): Provide an option to draft “why” rationales for rules in a structured template, with explicit limits to keep the task bounded.

Case 5 – Grade 3-5 Teacher. “The AI feedback made my writing worse.” (Confidence + verification)



Content area:

ELA – Writing (revision, voice, clarity) + SEL (academic self-efficacy)

Case:

A student uses an AI writing helper for feedback. The tool suggests big changes. The student follows them, and the writing becomes less clear. The student says, “I’m bad at writing. AI knows better.”

Context:

The teacher wants students to revise and build confidence, not outsource thinking. Students are beginning to compare themselves to others and to “smart tools.”

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.2b; 1C.2b; 3B.2a
- CASEL competencies: Self-Awareness; Self-Management; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M4; B-LS1; B-LS5; B-SMS5

Content standards alignment:

Primary standards:

- Illinois Learning Standards – English Language Arts (Grades 3–5): W.3.4–W.3.5; W.4.4–W.4.5; W.5.4–W.5.5 (clear writing; plan/revise/edit)

Secondary standards (as applicable for conferencing/peer discussion):

- Illinois Learning Standards – English Language Arts (Grades 3–5): SL.3.1; SL.4.1; SL.5.1

Suggested approaches to support implementation:

The teacher reframes AI as a “suggestion machine.” Students must keep a “why I accepted/rejected” note for at least two AI suggestions. The teacher conferences and celebrates student voice and evidence.

Avoid:

AI feedback becomes the default rubric; students believe the tool is the authority; the teacher stops doing relationship-based writing conferences.

Facilitator/team questions:

- What “trust but verify” routine do we teach?
- How do we protect student voice and self-efficacy when AI is present?

AI literacy/digital citizenship integration:

- Make the AI feedback moment a structured literacy routine: students must translate feedback into observable writing moves and cite evidence for each change.
- Mini-lesson (10 minutes): Use [Be Internet Awesome](#) (or [Common Sense](#)) language for “Be Sharp/Be Alert” and model how to question AI feedback politely and specifically.
- Content embed (ELA): Use a two-column “AI suggestion → My decision + evidence” log; require one non-AI check (mentor text, rubric, peer conference).
- AI concept embed (15 minutes): Use a [CodeAI](#) or [Be Internet Awesome AI literacy](#) activity to explain why AI “guesses” based on patterns and can hallucinate.

Assessment artifact:

Add a short “AI use disclosure” line to the final draft (what was used; what was rejected; why).

Aligned resources:

- [Be Internet Awesome – Educator Resources](#) – Language for “Be Sharp/Be Alert” and digital citizenship routines
- [Be Internet Awesome – AI Literacy Guide \(PDF\)](#) – Foundational AI literacy (Grades 2–8)
- [CodeAI](#) – How AI Works (video + lessons) – Short lessons explaining how AI makes outputs
- [AI4K12 – Five Big Ideas in AI poster](#) – Student-friendly vocabulary for AI concepts
- [TeachAI](#) – Toolkit & Sample Guidance – District-ready guidance and classroom norms

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on confidence and agency (I can improve). With content specificity, the case is modified so the teacher trust-but-verify routine is explicitly tied to writing-standard behaviors (revise with reasons, preserve voice, improve clarity). Success criteria becomes dual: improved self-efficacy plus demonstrable revision decisions grounded in a rubric/mentor text.

Core facilitation questions that change because of content specificity:

1. What writing criteria are we revising for (organization, evidence, word choice)?
2. What is the required student justification for accepting/rejecting AI suggestions (cite rubric row, cite mentor text)?
3. What artifact proves authorship and learning (revision log, before/after excerpts, conference notes)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- **MLL:** Add language-goal alignment: AI may offer sentence frames and vocabulary options, but the student must keep a “my voice” sentence and explain meaning in their own words (oral explanation allowed). Caution: AI grammar suggestions can erase developing bilingual voice—teacher validates bilingual identity.
- **Gifted/Talented:** Add an author’s craft extension: student compares two AI suggestions, critiques which better supports purpose/audience, and justifies with evidence (rubric criteria). Emphasize metacognition, not speed.
- **High-incidence IEP/504:** Add assistive-technology clarity: distinguish AI “idea support” from accessibility tools (speech-to-text, word prediction). Permit accommodations without stigma; require teacher conference before major AI-driven rewrites.
- **Twice exceptional (2e):** Provide a structured “decision log” with a limited number of required entries (e.g., exactly two AI suggestions) to preserve depth without increasing overload.

Case 6 – Grade 3-5 Teacher. “A rumor started online—now it’s in our room.” (Social media spillover)



Content area:

Social Studies – Civics (community norms in digital spaces) + ELA – Speaking & Listening (structured discussion)

Case:

Overnight, a group chat spreads a rumor about a student. By morning, students are whispering and avoiding the student. The student says they feel sick and doesn’t want to come to school.

Context:

The school has digital citizenship lessons, but enforcement is inconsistent. Teachers want a clear way to respond that is restorative and protective.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2B.2a; 2D.2b; 3A.2a
- CASEL competencies: Social Awareness; Relationship Skills; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M2; B-SS4; B-SS5; B-SMS9

Content standards alignment:

Primary standards:

- Illinois Learning Standards – English Language Arts (Grades 3–5): SL.3.1; SL.4.1; SL.5.1 (collaborative discussions); RI.3.8; RI.4.8; RI.5.8 (reasons/evidence; verification routines)

Secondary standards (only if you require a PSA/opinion artifact):

- Illinois Learning Standards – English Language Arts (Grades 3–5): W.3.1; W.4.1; W.5.1

Other content alignment possibilities:

- Social Studies – ILS Social Science (Grades 3–5 Civics + Inquiry): SS.CV.2.3 (G3); SS.CV.2.4 (G4); SS.CV.2.5 (G5) (rules/participation/constitutional provisions), plus SS.IS.4.3–5; SS.IS.5.3–5; SS.IS.6.3–5; SS.IS.7.3–5 (credibility; claims with evidence; arguments; informed action) when students practice “verify before share” as a civic responsibility

Suggested approaches to support implementation:

The teacher documents, involves student support staff, and uses a structured, age-appropriate response: stop harm, support targeted student, address bystander behavior, and teach “verify before share.”

Avoid:

Adults treat it as “kids being kids,” demand public apologies without repair work, or punish broadly without supporting the targeted student.

Facilitator/team questions:

- What is our referral pathway?
- How do we teach bystander-to-upstander skills?
- What classroom norms reduce social media harm?

AI literacy/digital citizenship integration:

- Integrate a rumor-response protocol into your content lesson (not as a separate discipline conversation): students practice evidence, corroboration, and respectful communication.
- Mini-lesson (12–15 minutes): Use [Be Internet Awesome](#) (“Don’t fall for fake/Share with care”) or [Common Sense](#) digital drama routines; rehearse “pause before reposting.”
- Content embed (ELA/Social Studies): Students apply a three-question source check (Who’s behind it? What’s the evidence? What do other sources say?) to a class-safe example.
- Practice: Run one Social Media TestDrive module (Grades 6–8, adaptable for 5) as a simulation, then debrief using SEL skills (empathy, repair).

Artifact:

- Class “Rumor to Repair” flowchart (Stop → Verify → Speak respectfully → Repair harm)

Aligned resources:

- [Be Internet Awesome – Educator Resources](#) – “Don’t fall for fake/Share with care” routines
- [Social Media TestDrive](#) – Simulation modules for digital dilemmas
- [Civic Online Reasoning-Digital Inquiry Group \(DIG\)](#) – Three-question verification routine
- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Digital drama and news/media literacy lessons

How this case is modified when moving from SEL-only to SEL + content:

SEL-only emphasizes protection/repair. With content included, the case is modified into an instructional moment that teaches source-checking and responsible communication (verify before share) with an explicit protocol (what counts as evidence, how to discuss without amplifying harm). The teacher response is both restorative and skill-building.

Core facilitation questions that change because of content specificity:

1. What is the classroom protocol for claims (what do we know, how do we know, what should we do)?
2. What discussion norms align to speaking/listening expectations (listen, paraphrase, disagree respectfully)?
3. What products demonstrate learning (reflection, norm chart, scenario exit ticket)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add interpretation safeguards: verify what was said/written before inferring intent; provide translation support so an MLL student is not mischaracterized by partial comprehension; include family communication in the home language when appropriate.
- Gifted/Talented: Add “influence analysis” extension: students examine how algorithms amplify rumors (without repeating rumor content), then create an upstander script for peers.
- High-incidence IEP/504: Add disability-aware discipline guardrail: ensure response does not penalize students whose disability affects impulse control/communication; focus on repair plus teaching replacement skills.
- Twice exceptional (2e): Provide a role with bounded tasks (e.g., draft the “verify before share” checklist) to leverage strengths without increasing social exposure demands.

Case 7 – Grade 3–5 Student. Student-led: “We want a screen reset plan that doesn’t feel like punishment.”



Content area:

PE/Health – Personal health & well-being skills (self-management; healthy technology habits)

Case:

Students say they feel “wired” after certain apps and have trouble focusing. They ask if the class can create a “screen reset” routine: stretch, water, and a quick check-in.

Context:

Students can name feelings and notice triggers. The goal is skill-building, not bans.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.2a; 1A.2b; 1C.2b
- CASEL competencies: Self-Management; Self-Awareness
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SMS8

Content standards alignment:

Primary standards:

- National Health Education Standards (Grades 3–5): Standard 5 (Decision-Making); Standard 6 (Goal Setting); Standard 7 (Practice health-enhancing behaviors) – applied to healthy technology habits and self-management

Secondary standards (only if you explicitly teach/assess data tracking/graphing):

- Illinois Learning Standards – Mathematics (Grades 3–5): 3.MD.B.3 (scaled graphs); 4.MD.B.4 (line plots)

Other content alignment possibilities:

- Math – ILS Mathematics (Grades 3–5): 3.MD.B.3; 4.MD.B.4; 5.MD.B.2 (represent/interpret data; line plots) when students collect and graph pre/post reset data (focus ratings, minutes-to-settle, frequency of breaks)

Suggested approaches to support implementation:

The teacher co-designs a brief routine and tracks impact. Students learn to notice body cues, ask for help, and choose a regulation strategy.

Avoid:

Adults label students as “addicted” or shame them; the routine is used only as a consequence; no instruction occurs.

Facilitator/team questions:

- What language keeps this supportive and non-stigmatizing?
- How do we connect routines to learning time and classroom climate?

AI literacy/digital citizenship integration:

- Position the screen reset plan as a student-designed wellness intervention with clear criteria (what triggers it, what it looks like, how success is measured).
- Use [Sesame Workshop](#) Digital Well-Being (or [Common Sense](#) media balance) to teach micro-break strategies; students choose two strategies and practice them after device tasks.
- Content embed (Math/Science): Students collect and graph simple data (focus rating 1–5 before/after) and interpret trends to revise the plan.
- Digital citizenship embed: Use [Common Sense](#) language to normalize breaks as healthy habits and to distinguish “reset” from punishment.

Artifact:

- A student-owned “reset menu” posted next to devices with three options and a two-minute timer routine

Aligned resources:

- [Sesame Workshop](#) – Digital Well-Being – Break routines and family engagement
- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Media balance and well-being lessons
- FTC – [Net Cetera](#) – Conversation starters and healthy habits

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on naming feelings and reducing shame. With content, the reset routine is modified into a simple health decision-making cycle: identify triggers → choose strategy → track impact → reflect. The routine becomes teachable, measurable, and aligned to health skill development—not just classroom management.

Core facilitation questions that change because of content specificity:

1. What health skill is being taught (self-monitoring, decision-making, stress reduction)?
2. What data will students track (focus rating, sleep cues, mood check)?
3. How will the teacher assess transfer (students independently choose appropriate strategies during learning)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips):

- MLL: Add multimodal check-ins: allow students to choose feelings icons; provide sentence starters for self-advocacy (“I need a break because...”).
- Gifted/Talented: Add student-designed micro-experiments: test two reset routines and reflect on attention/learning; reinforce that self-regulation is a high-skill, not a compliance tool.
- High-incidence IEP/504: Add individualized regulation: some students need movement or reduced sensory input; incorporate OT/SEL supports and ensure resets are allowed proactively (not only after dysregulation).
- Twice exceptional (2e): Provide a “design test” choice with explicit stop rules (timebox, limited variables) to keep the work manageable.

Case 8 – Grade 3-5 Student. Student-led: “Our AI rules for schoolwork—what’s fair?”



Content area:

Social Studies – Civics/Ethics (fairness, norms) + ELA – Writing/Speaking (justify rules with reasons)

Case:

Students notice some classmates use AI to finish assignments faster. Others feel it is cheating. The class asks for clear, fair rules: what is allowed and what is not.

Context:

Students are developing a stronger sense of fairness and need clarity and consistency.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3A.2b; 3B.2a; 2D.2b
- CASEL competencies: Responsible Decision-Making; Relationship Skills
- ASCA Mindsets & Behaviors: M3; B-SS5; B-LS9

Content standards alignment:

Primary standards:

- Illinois Learning Standards – English Language Arts (Grades 3–5): W.3.1; W.4.1; W.5.1 (opinion with reasons); SL.3.1; SL.4.1; SL.5.1 (collaborative discussions)

Secondary standards (as applicable for evaluating reasons/evidence quality):

- Illinois Learning Standards – English Language Arts (Grades 3–5): RI.3.8; RI.4.8; RI.5.8

Other content alignment possibilities:

- Social Studies – ILS Social Science (Grades 3–5 Civics + Inquiry): SS.CV.2.3 (G3); SS.CV.2.4 (G4); SS.CV.2.5 (G5), plus SS.IS.4.3–5; SS.IS.6.3–5; SS.IS.7.3–5 when students co-create classroom AI norms as a rules/rights/responsibilities exercise (with evidence-based rationale)

Suggested approaches to support implementation:

The teacher distinguishes allowed supports (brainstorming, feedback) from not allowed (full answer substitution). Students practice citing where AI helped and what they changed.

Avoid:

Rules are vague or change by adult mood; students get punished for confusion; teachers rely only on detection tools.

Facilitator/team questions:

- What does “help vs. replace” look like in this grade band?
- What documentation is developmentally appropriate?

AI literacy/digital citizenship integration:

- Use a co-created AI rules process as instruction in fairness, transparency, and academic integrity (students can explain the “why” behind each rule).
- Mini-lesson (15 minutes): Use TeachAI’s sample student agreement as a model; students revise it into age-appropriate class norms.
- Content embed (ELA): Students write a short rationale paragraph for one rule, citing a classroom example and one trusted resource.
- AI embed: Use [CodeAI](#) “Our AI Code of Ethics” (or [Be Internet Awesome AI literacy](#)) to surface tradeoffs (privacy, bias, reliability).

Artifact:

- Final “AI Rules for Schoolwork” one-pager with examples of allowed/not allowed and a verification checklist

Aligned resources:

- [TeachAI](#) – Sample Student Agreement – Editable model for student AI norms
- [CodeAI](#) – Our AI Code of Ethics – Values tradeoffs: privacy, bias, reliability
- [Be Internet Awesome – AI Literacy Guide \(PDF\)](#) – Foundational AI concepts and safe use
- [AI4K12: Five Big Ideas in AI poster](#) – Common language to justify rules

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on fairness feelings and relationship impacts. With content specificity, class rule-setting is modified to be assignment-specific (brainstorming allowed, full-answer substitution not allowed) and to define what learning evidence looks like in each content task (writing, math explanation, reading response). The fairness discussion becomes operational and teachable.

Core facilitation questions that change because of content specificity:

1. For this specific assignment, what are the permitted AI supports (and why)?
2. What student-generated evidence must remain human-produced (drafting, showing work, oral explanation)?
3. What documentation is feasible at this age (one sentence attribution, revision note, conference checkpoint)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- **MLL:** Add “translation vs. generation” clarity: translation to access instructions may be allowed; generation of full answers is not. Require simple disclosure (“AI helped me with: words/ideas/checking”).
- **Gifted/Talented:** Add integrity nuance: permit AI for counterarguments, advanced sources, or critique practice—while requiring students to cite sources and defend claims orally or in writing.
- **High-incidence IEP/504:** Add equity guardrail: do not conflate accommodations with misconduct; avoid relying on “AI detection” as proof; use authentic assessment and conferencing.
- **Twice exceptional (2e):** Use a fixed, explicit rule template (allowed/not allowed/why/evidence) to keep the norms rigorous but manageable.

Case 9 – Grade 6-8 Teacher. “They’re using a chatbot at night for anxiety.” (AI + mental health boundaries)



Content area:

PE/Health – Health Education (help-seeking, coping, sleep) + digital boundaries

Case:

A teacher overhears a student say they talk to a chatbot late at night when they feel anxious. The student says, “It understands me. It’s always there.” The student seems tired in class.

Context:

The school wants to support mental well-being and also set clear boundaries: AI is not a counselor. Staff need a consistent response path.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.3a; 1A.3b; 1B.3b
- CASEL competencies: Self-Management; Self-Awareness; Relationship Skills
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SS3

Content standards alignment:

Primary standards:

- National Health Education Standards (Grades 6–8): Standards 2, 3, 4, 5, 6, 7, 8 – applied to influences on sleep, accessing supports, help-seeking communication, decision rules, goal setting, healthy behaviors, and advocacy

Secondary standards (only if role-play/help-seeking communication is assessed):

- Illinois Learning Standards – English Language Arts (Grades 6–8): SL.6.1–SL.8.1

Suggested approaches to support implementation:

The teacher privately checks in, follows referral protocols, and connects the student to school support. Staff use plain language: chatbots can be helpful for coping prompts, but they are not a replacement for trusted adults or licensed help.

Avoid:

Adults shame the student, confiscate devices without support, or ignore the signal. Staff unintentionally encourage the chatbot as a primary support.

Facilitator/team questions:

- What is our help-seeking message?
- What is the referral pathway?
- What guardrails do we set for AI tools that mimic therapy?

AI literacy/digital citizenship integration:

- Integrate a “human support first” boundary lesson into advisory/SEL while explicitly teaching digital well-being and safe help-seeking with vetted materials.
- Mini-lesson (15 minutes): Use Social Media TestDrive (or [Common Sense](#)) content on healthy habits and privacy; define what AI chatbots can/can’t do.
- AI safety embed: Use WA OSPI’s Human-AI-Human frame to teach “start with human inquiry; end with human reflection,” and to require adult escalation for mental-health concerns.
- Content embed (Health/ELA): Students practice writing a help-seeking message to a trusted adult and identifying credible resources (school counselor, crisis line, etc.).

Artifact:

- A class protocol card: “If it’s about safety, self-harm, or intense anxiety → stop and go to a person.”

Aligned resources:

- [Social Media TestDrive](#) – Digital well-being and privacy simulation
- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Healthy habits, relationships, and safety lessons
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Human-AI-Human frame; classroom considerations
- [TeachAI](#) – Toolkit & Sample Guidance – Student/family communication templates and norms

How this case is modified when moving from SEL-only to SEL + content:

SEL-only centers on emotional support and referral. With content included, the case is modified into an explicit health-learning opportunity: students learn a boundary framework (coping prompts vs. counseling), sleep-protection strategies, and decision rules for when to seek a person. The teacher response becomes both support action and health skill lesson.

Core facilitation questions that change because of content specificity:

1. What health skills are taught (help-seeking, coping strategy selection, sleep hygiene)?
2. What decision rule will students practice (if X, then talk to Y/use Z resource)?
3. What evidence shows students can apply the rule beyond this incident (scenario practice, reflection, help-map usage)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add culturally responsive help-seeking: some families have different norms around mental health language; provide multiple access points (trusted adult list, translated family resources) and avoid assuming chatbot use means defiance.
- Gifted/Talented: Add identity-protection framing: gifted students may over-rely on AI for emotional processing; add a norm—AI coping prompts may be used, but a real person is required for ongoing distress or crisis signals.
- High-incidence IEP/504: Add intersection note: students with anxiety/ADHD may be more vulnerable to compulsive late-night use. Add concrete sleep/notification plans and referral pathways; reinforce that AI is not counseling.
- Twice exceptional (2e): Pair a high-level ethics discussion with a concrete, brief plan (sleep goal + boundary rule + adult contact) to prevent rumination.

Case 10 – Grade 6-8 Teacher. “AI feedback in grading—students think I don’t care.” (Trust + assessment)



Content area:

ELA – Writing (revision process; using feedback) + Assessment Literacy

Case:

A teacher uses an AI tool to draft comments on student work. Students start saying, “These comments aren’t even about me.” A student asks, “Did you even read it?”

Context:

Middle school students are sensitive to fairness and adult authenticity. Feedback affects motivation and belonging.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2C.3a; 2A.3b; 3B.3a
- CASEL competencies: Relationship Skills; Social Awareness; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M2; B-SS1; B-LS6

Content standards alignment:

Primary standards:

- Illinois Learning Standards – English Language Arts (Grades 6–8): W.6.5; W.7.5; W.8.5 (develop/strengthen writing via planning, revising, editing) – used to operationalize feedback practices and revision evidence

Secondary standards (as applicable for feedback dialogue/conferencing):

- Illinois Learning Standards – English Language Arts (Grades 6–8): SL.6.1–SL.8.1

Suggested approaches to support implementation:

The teacher uses AI only for draft phrasing and always adds one specific, personal comment tied to the student’s work. The teacher explains the process transparently and invites students to request a conference.

Avoid:

The teacher posts generic AI comments at scale; students lose trust; feedback becomes a compliance transaction.

Facilitator/team questions:

1. What “human signal” must be present in assessment feedback?
2. What transparency statement do we use with students?

AI literacy/digital citizenship integration:

- Use a transparent assessment workflow: AI feedback is optional, bounded, and always followed by teacher feedback that references the rubric and student goals.
- Mini-lesson: Model how to cite AI assistance and how to verify claims ([TeachAI](#) sample guidance + [Common Sense](#) academic integrity language).
- Content embed: Students compare (a) AI draft feedback and (b) teacher feedback and identify which is more actionable and why; students create a “feedback quality” checklist.

Artifact:

- A “Teacher-Read” routine: one personal line + one next-step line + one question for the student, required on every major assignment

Aligned resources:

- [TeachAI](#) – Toolkit & Sample Guidance – Transparency and classroom communication templates
- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Academic integrity and respectful communication lessons
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Human review, implementation guardrails

How this case is modified when moving from SEL-only to SEL + content:

SEL-only emphasizes trust and relationship repair. With content specificity, the case is modified so feedback practices are aligned to assessment design (rubric criteria, exemplars, actionable next steps). “Caring” becomes observable: specific comments tied to student evidence and a conference option.

Core facilitation questions that change because of content specificity:

1. What feedback elements must be human written to signal care (specific evidence reference, strengths, next step)?
2. How do we ensure feedback aligns to the rubric and learning target?
3. What student evidence shows feedback was used (revision notes, conference request, reflection)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add clarity and tone safeguards: generic AI phrasing can feel cold or confusing; require plain-language teacher edits and one student-specific example; offer oral feedback option.
- Gifted/Talented: Add growth-focused challenge: include one extension question tied to the student’s goal; ensure it is personalized and not a generic AI add-on.
- High-incidence IEP/504: Add accommodation alignment: feedback must reflect documented supports and not penalize disability-related features; offer multimodal feedback (audio, conferencing).
- Twice exceptional (2e): Ensure feedback includes one bounded extension option plus a clear “minimum required” revision step to prevent overwhelm.

Case 11 – Grade 6-8 Student. Student-led: “We want an AI reality-check club—misinformation is stressing us out.”



Content area:

Social Studies – History/Civics inquiry (media literacy, verification, civic reasoning)

Case:

Students say constant news and social posts make them anxious. They want a small group that learns to verify claims and then teaches peers how to “pause, check, and move on.”

Context:

Students are developing identity and can feel overwhelmed by information. The school wants to avoid doom-scrolling while building civic and digital skills.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.3b; 3B.3a; 3C.3a
- CASEL competencies: Self-Management; Responsible Decision-Making; Social Awareness
- ASCA Mindsets & Behaviors: M1; B-SMS7; B-SS7

Content standards alignment:

Primary standards:

- Illinois Learning Standards – Social Science Inquiry (Grades 6–8): SS.IS.4.6–8; SS.IS.5.6–8; SS.IS.7.6–8 (evaluate sources; use evidence; communicate conclusions/action)

Secondary standards (only if you assign research reading/writing products):

- Illinois Learning Standards – English Language Arts (Grades 6–8): RI.6.8–RI.8.8; W.6.7–W.8.7

Other content alignment possibilities:

- Math – ILS Mathematics (Grades 6–7 Statistics & Probability): 6.SP.B.4–5; 7.SP.A.1–2 (summarize distributions; draw inferences from samples) when students code, tally, and analyze claim/source patterns and verification outcomes
- Science – Illinois Science Standards (NGSS, Middle School): MS-ETS1-1; MS-ETS1-2; MS-ETS1-3 (define criteria/constraints; evaluate competing solutions; analyze test data) when students treat “claim verification” as an evidence-and-design problem (what checks reduce error?)

Suggested approaches to support implementation:

Adults coach students to use verification as a coping skill: limit exposure, check quickly with a trusted routine, and choose a next action (talk to an adult, ignore, report, or share carefully).

Avoid:

The club becomes a call-out group that shames peers; students share harmful content to “debunk” it; adults remove student voice.

Facilitator/team questions:

- How do we teach verification without amplifying harm?
- What coping strategies accompany media literacy?

AI literacy/digital citizenship integration:

- Frame the club as media-literacy + SEL: students learn to verify information as a stress-reduction skill and a community protection practice.
- Instructional sequence: Teach the [C3 Framework Inquiry Arc](#), then practice with RumorGuard or iCivics Civic AI Literacy/Digital Citizenship short videos and scenarios.
- AI embed: Add a “GenAI check” step (What might be fabricated? What evidence would confirm?) using the AI4K12 Big Ideas as a shared vocabulary.
- Content embed (Social Studies/Science): Students pick one local claim, gather three sources, and present a “verification brief” with citations.

Artifact:

- Student-created “Reality-Check Playbook” (checklist + examples) posted for peers

Aligned resources:

- [Civic Online Reasoning-Digital Inquiry Group \(DIG\)](#) – Research-based verification routines
- [News Literacy Project](#) – [RumorGuard](#) and educator tools for misinformation
- [iCivics](#) – Civic AI Literacy/Digital Citizenship – Short videos and prompts for civic media skills
- [AI4K12 – Five Big Ideas in AI poster](#) – Vocabulary for AI-generated misinformation

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on reducing anxiety and strengthening agency. With content, the club is modified into an explicit inquiry routine with defined moves (pause, verify, corroborate, contextualize) and defined products (claim-check write-ups, credibility ratings). Coping strategies are paired with the content routine so students do not spiral while verifying.

Core facilitation questions that change because of content specificity:

1. What verification method will be taught as a standard routine (steps, tools, criteria)?
2. What counts as credible evidence for this grade band (two-source rule, primary vs. secondary)?
3. What guardrails prevent harm amplification (no resharing violent content; paraphrase claims; closed-setting screenshots)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add cross-language corroboration: teach checking a claim across reputable sources in more than one language without stigmatizing home-language media.
- Gifted/Talented: Add advanced roles: “methods lead” (verification steps), “ethics lead” (harm minimization), “well-being lead” (doom-scrolling limits).
- High-incidence IEP/504: Add cognitive load safeguards: misinformation review can trigger anxiety; provide opt-out choices and avoid “worst example” instruction.
- Twice exceptional (2e): Provide clear role descriptions and timeboxed tasks (e.g., one claim per meeting) to balance depth with sustainability.

Case 12 – Grade 6–8 Student. Student-led: “Phones, group chats, and I can’t escape school drama.”



Content area:

PE/Health – Health Education (sleep, boundaries, communication skills) + peer dynamics

Case:

A student says they get pinged all night by group chats. They feel pressure to respond immediately. They show up exhausted and irritated and say, “I can’t turn it off.”

Context:

Peer dynamics and belonging are intense in this band. Students need concrete boundary-setting skills and adult support.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 2D.3b; 1A.3b; 2C.3a
- CASEL competencies: Relationship Skills; Self-Management
- ASCA Mindsets & Behaviors: M2; B-SMS2; B-SS8

Content standards alignment:

Primary standards:

- National Health Education Standards (Grades 6–8): Standards 4, 5, 6, 7 – applied to communication, decision-making, goal setting, and healthy behaviors related to boundaries and sleep

Secondary standards (only if scripts/role-play performance is assessed):

- Illinois Learning Standards – English Language Arts (Grades 6–8): SL.6.1–SL.8.1

Suggested approaches to support implementation:

Adults teach and rehearse boundary scripts (mute, delay response, exit chat) and provide a trusted adult pathway. Students learn that “not responding” is a skill, not disrespect.

Avoid:

Adults dismiss the issue, blame students, or impose blanket bans without teaching coping/communication skills.

Facilitator/team questions:

1. What boundary skills do we explicitly teach?
2. How do we coordinate school and family messaging about sleep and group chats?

AI Literacy/Digital Citizenship integration:

- Teach a boundary-setting mini-unit: notification settings, do-not-disturb routines, and assertive communication scripts; connect to health outcomes (sleep, mood, focus).
- Use Social Media TestDrive or [Common Sense](#) lessons on digital drama and healthy habits; practice role-plays for “I’m offline at night.”
- Content embed (Health): Students create a personal “sleep protection plan” and identify trusted adults and resources; include privacy and safety decision rules.

Artifact:

- A student-facing “Group Chat Boundaries” card with three scripts and a help-seeking pathway

Aligned resources:

- [Social Media TestDrive](#) — Simulation modules for digital dilemmas
- [Common Sense Education](#) — AI Literacy/Digital Citizenship & Citizenship — Digital drama and healthy habits lessons
- FTC — [Net Cetera](#) — Family conversation starters

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on belonging and stress reduction. With content, the case is modified into explicit health skill instruction (sleep hygiene, communication skills, decision rules for safety) and measurable routines (do not disturb plan, script practice, help-map).

Core facilitation questions that change because of content specificity:

1. What health skill is the target (sleep protection, coping, communication)?
2. What measurable routine will students implement (DND schedule, exit/mute plan)?
3. What evidence shows transfer (student can explain and use a boundary script in scenario practice)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Add family-access supports: provide translated guidance on group chat norms and sleep; avoid assuming device rules are consistent across homes; teach scripts in plain language.
- Gifted/Talented: Add leadership role: students co-create peer norms and mentor younger students; include algorithm/attention design discussion to avoid moralizing.
- High-incidence IEP/504: Add executive-function supports: cueing for DND routines, visual schedules, and check-ins; coordinate with IEP/504 supports for anxiety/attention.
- Twice exceptional (2e): Offer a bounded “systems design” role (optimize the sleep plan) with clear stop points and a short deliverable.

Case 13 – Grade 9-12 Teacher. “The chatbot gave harmful advice.” (AI limits + safety)



Content area:

PE/Health – Health Education (safety, help-seeking, escalation protocols) + digital risk awareness

Case:

A student shares that an AI chatbot suggested a harmful “solution” when the student asked about stress and hopelessness. The student is shaken and says, “I thought it was safe.”

Context:

High school students may seek private support online. Schools need clear safety messaging and rapid response pathways.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.4a; 1A.4b; 3A.4a
- CASEL competencies: Self-Management; Relationship Skills; Responsible Decision-Making
- ASCA Mindsets & Behaviors: M1; B-SMS9; B-SS3

Content standards alignment:

Primary standards:

- National Health Education Standards (Grades 9–12): Standard 3 (Access information/services); Standard 5 (Decision-Making); Standard 7 (Practice health-enhancing behaviors); Standard 8 (Advocacy) – applied to safety escalation and help-seeking protocols

Secondary standards (only if a written protocol/PSA/reflection is assessed):

- Illinois Learning Standards – English Language Arts (Grades 9–12): W.9-10.2/W.11-12.2 (inform/explain) and/or W.9-10.4/W.11-12.4 (task/purpose/audience)

Other content alignment possibilities:

- Science – Illinois Science Standards (NGSS, High School): HS-LS1-3 (feedback mechanisms/homeostasis) and/or HS-ETS1-3 (evaluate solutions based on tradeoffs) when students evaluate health-related AI claims using evidence quality, risk/benefit, and appropriate help

Suggested approaches to support implementation:

The educator follows safety protocols immediately, connects the student to a qualified adult, and documents and escalates per policy. The student is told clearly: chatbots are not crisis supports; trusted adults and local resources are.

Avoid:

Adults debate whether the student “should have known better,” treat it as a discipline issue only, or fail to escalate to support staff promptly.

Facilitator/team questions:

- What is our crisis language?
- What is our immediate response pathway?
- How do we educate students about AI limits without fearmongering?

AI literacy/digital citizenship integration:

- Treat the incident as a safety and literacy lesson: define “AI is not counseling,” rehearse help-seeking scripts, and teach red-flag topics and escalation rules. Use a calm, non-punitive tone focused on support rather than debating whether the student “should have known.”
- Mini-lesson (20 minutes): Use WA OSPI and [TeachAI](#) guidance to establish clear boundaries; students learn to identify red-flag topics (self-harm, medical advice, abuse).
- AI Literacy/Digital Citizenship embed: Students practice evaluating advice quality and corroborating with trusted resources using a verification routine; then compare to verified resources.

Artifact:

- A student-facing “Help First” card that lists trusted school supports and clear escalation rules

Aligned resources:

- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Human-Centered AI Guidance and classroom considerations
- [TeachAI](#) – Toolkit & sample guidance for student/family messaging and guardrails
- [Common Sense Education](#) – Healthy habits, safety, and help-seeking routines

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on immediate safety and emotional support. With content included, the case is modified into explicit health education: students learn decision rules for when to seek a person, how to access services, and how to interpret digital advice critically without normalizing unsafe reliance.

Core facilitation questions that change because of content specificity:

1. What is the explicit health skill target (accessing supports, decision rules, advocacy)?
2. What is the required student evidence (help-map, script, protocol card)?
3. What guardrails ensure the lesson does not amplify harmful content?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Provide crisis/help-seeking materials in the home language and ensure a trusted adult can explain the pathway; do not assume familiarity with local systems.
- Gifted/Talented: Provide a bounded ethics/design task (e.g., draft “red-flag” decision rules) paired with a clear “human-first” action requirement.
- High-incidence IEP/504: Ensure the response and lesson avoid punitive framing; provide predictable scripts and ensure staff know accommodation needs during crisis support.
- Twice exceptional (2e): Pair advanced reasoning tasks with a short, concrete action plan to prevent spiraling into abstract debate.

Case 14 – Grade 9-12 Teacher. “AI detection feels like surveillance.” (Trust, fairness, climate)



Content area:

ELA – Writing/Research integrity (process evidence, attribution) + Assessment Literacy (procedural fairness)

Case:

A teacher receives an AI detection report suggesting a student used AI. The student denies it and says, “You already decided I cheated.”

Context:

Detection tools are imperfect; students need fair processes and clear expectations. The school wants integrity without harming trust.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 3B.4a; 2A.4b; 2D.4a
- CASEL competencies: Responsible Decision-Making; Relationship Skills; Social Awareness
- ASCA Mindsets & Behaviors: M2; B-SS2; B-SS4

Content standards alignment:

Primary standards:

- Illinois Learning Standards – English Language Arts (Grades 9–12): W.9–10.5; W.11–12.5 (strengthen writing through revision/process evidence); aligned to documenting process and attribution in integrity reviews

Secondary standards (as applicable for oral defense/checkpoints):

- Illinois Learning Standards – English Language Arts (Grades 9–12): SL.9–10.1/SL.11–12.1 and/or SL.9–10.4/SL.11–12.4

Other content alignment possibilities:

- Social Studies – ILS Social Science (Grades 9–12 Civics): SS.CV.1.9–12; SS.CV.3.9–12; SS.CV.9.9–12 (rights/roles; laws/agreements; policy outcomes) when students analyze academic integrity tools as governance choices affecting trust, privacy, and due process

Suggested approaches to support implementation:

The teacher uses the report only as a prompt for conversation, reviews drafts/process evidence, and gives the student an opportunity to explain work. Expectations for AI use and disclosure were taught in advance.

Avoid:

Detection is treated as proof; students are accused without review; distrust escalates and mental well-being declines.

Facilitator/team questions:

- What evidence is required beyond a detector?
- What is the documented process for review and appeal?
- How do we teach integrity expectations proactively?

AI literacy/digital citizenship integration:

- Teach academic integrity as a skill set: disclosure, citation, process evidence, and verification. Use guardrails emphasizing human review and fairness.
- Assessment design embed: Build process checkpoints (drafts, in-class components, oral defense) so integrity is observable without adversarial surveillance.

Artifact:

- A transparent integrity flow: teach rules → require disclosures → review process evidence → conversation → appeal

Aligned resources:

- [TeachAI](#) – Toolkit and sample guidance – Integrity norms and disclosures
- [CodeAI](#) – AI education hub – Bias/reliability concepts and student-facing curriculum
- [Common Sense Education](#) – AI Literacy/Digital Citizenship & Citizenship – Privacy, trust, and healthy habits framing
- [WA OSPI – Classroom Considerations \(PDF\)](#) – Implementation guardrails; human review

How this case is modified when moving from SEL-only to SEL + content:

SEL-only emphasizes trust and anxiety reduction. With content specificity, the case is modified so academic integrity expectations are teachable and aligned to the assessment design (drafts, process evidence, oral defense, citations). Fairness becomes operational: what counts as evidence, how review works, and what instructional supports prevent misuse.

Core facilitation questions that change because of content specificity:

1. How is the assessment designed to elicit authentic learning (process artifacts, checkpoints)?
2. What non-detector evidence is required for any allegation (conference, draft history, student explanation)?
3. What is the escalation ladder when uncertainty remains?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Provide clear, plain-language expectations for disclosure; avoid treating language patterns as suspicious; allow oral explanation of process.
- Gifted/Talented: Use oral defense and process evidence as a rigorous integrity measure; avoid over-reliance on detectors.
- High-incidence IEP/504: Ensure accommodations are not conflated with misconduct; provide multimodal proof of learning and a fair review process.
- Twice exceptional (2e): Provide a structured process-evidence checklist (minimum artifacts) to reduce executive-function burden while maintaining rigor.

Case 15 – Grade 9-12 Student. Student-led: “We want a campaign: AI can’t be your counselor.”



Content area:

PE/Health – Health Education (help-seeking literacy) + ELA – Communication (public messaging/advocacy)

Case:

Students notice peers using chatbots for emotional support and advice. They propose a student-led campaign to clarify boundaries: AI can support coping prompts, but it cannot replace trusted adults or licensed help.

Context:

High school students value peer-led messaging. The campaign must be accurate, non-stigmatizing, and connected to real supports.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.4b; 2C.4a; 3A.4a
- CASEL competencies: Relationship Skills; Responsible Decision-Making; Self-Management
- ASCA Mindsets & Behaviors: M1; B-SS3; B-SMS7; B-LS7

Content standards alignment:

Primary standards:

- National Health Education Standards (Grades 9–12): Standards 3, 4, 8 – applied to accessing supports, help-seeking communication, and advocacy messaging

Secondary standards (if the campaign product is assessed):

- Illinois Learning Standards – English Language Arts (Grades 9–12): W.9–10.2/W.11–12.2 and/or W.9–10.1/W.11–12.1.; Social Studies – ILS Social Science (Grades 9–12 Civics + Inquiry): SS.IS.8.9–12; SS.IS.9.9–12 and SS.CV.9.9–12 when students evaluate school-level “productivity culture” norms and proposed policy/structural supports (intended/unintended consequences)

Other content alignment possibilities:

- Math — High School Statistics & Probability: HSS-ID.A.1–4; HSS-ID.C.7 (interpret differences in shape/center/spread; compare data); HSS-ID.B.5–6 (summarize/represent data; interpret center/spread) when students use survey/participation data to target a campaign and evaluate impact
- Science — Illinois Science Standards (NGSS, High School): HS-ETS1-1; HS-ETS1-2; HS-ETS1-3 (define problems; design/evaluate solutions; analyze data) when students design and test evidence-based well-being interventions and iterate based on results; HS-LS1-3 (feedback mechanisms/homeostasis) when students examine how sleep, stress, and routines impact learning and health, and use evidence to select supports
- Social Studies — ILS Social Science (Grades 9–12 Inquiry + Civics): SS.IS.7.9–12; SS.IS.8.9–12; SS.IS.9.9–12 (audience-targeted arguments; interdisciplinary lenses; deliberative action), plus SS.CV.1.9–12 and SS.CV.9.9–12 (rights/roles; evaluate public policy) when the campaign includes stakeholder engagement and policy options (not just messaging) and when 12 when students evaluate school-level “productivity culture” norms and proposed policy/structural supports (intended/unintended consequences)

Suggested approaches to support implementation:

Students collaborate with counselors and administrators to ensure accuracy and safety, include clear referral pathways, and use peer-friendly language that reduces shame and increases help-seeking.

Avoid:

The campaign is fear-based, shaming, or overly abstract; it discourages any tool use without offering realistic coping alternatives or human supports.

Facilitator/team questions:

- Who reviews messaging for safety and accuracy?
- How do we ensure materials are culturally responsive and accessible?
- What support pathways are explicitly named?

AI literacy/digital citizenship integration:

- Teach students to distinguish informational support from clinical support and to verify claims before publishing. Include a human-first escalation message and a “where to go” list.

Artifact:

- Posters, announcements, and a one-page help-map aligned to school and community supports

Aligned resources:

- [TeachAI](#) – Student/family messaging templates and guardrails
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Human-centered AI guidance and classroom considerations
- [Common Sense Education](#) – Healthy habits, relationships, and safety lessons

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on peer support and well-being. With content included, the case is modified to require an evidence-based advocacy product and explicit help-seeking protocols that demonstrate health literacy and responsible communication.

Core facilitation questions that change because of content specificity:

1. What health literacy claim is being taught (accessing supports; boundaries)?
2. What evidence is required for campaign statements (verification)?
3. How will student products be assessed (clarity, accuracy, accessibility, referral pathways)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Translate key campaign materials; include culturally responsive help-seeking options and multiple points of contact.
- Gifted/Talented: Provide leadership roles in verification and ethics review; ensure the product remains accessible to peers.
- High-incidence IEP/504: Provide options for contribution that reduce social exposure (design, editing, data checking) and ensure messaging is non-stigmatizing.
- Twice exceptional (2e): Offer structured roles with clear deliverables and time limits to balance strengths with workload.

Case 16 – Grade 9-12 Student. Student-led: “College pressure, AI shortcuts, and burnout.”



Content area:

PE/Health – Health Education (stress management, planning, balance) + Assessment Literacy (academic decision-making norms)

Case:

Students describe high pressure to perform and say AI shortcuts feel tempting when they are exhausted. They also report burnout and reduced motivation. Students propose a peer conversation series about balance, planning, and integrity.

Context:

The school wants to support wellness while maintaining high expectations and meaningful learning.

Standards alignment:

- Illinois SEL benchmark anchors (examples): 1A.4b; 1C.4a; 3B.4a
- CASEL competencies: Self-Management; Responsible Decision-Making; Self-Awareness
- ASCA Mindsets & Behaviors: M4; B-SMS7; B-LS3; B-LS4

Content standards alignment:

Primary standards:

- National Health Education Standards (Grades 9–12): Standards 5, 6, 7 – applied to decision-making, goal setting, and healthy behaviors related to stress management and balance

Secondary standards (only if reflective planning writing is assessed):

- Illinois Learning Standards – English Language Arts (Grades 9–12): W.9–10.4/W.11–12.4

Suggested approaches to support implementation:

Adults and students co-create realistic routines: time planning, breaks, sleep protection, and clear AI use norms (help vs. replace). Students practice seeking help early and using coping strategies that preserve learning.

Avoid:

Adults moralize or punish without support; students are told to “just manage time better” without tools, accommodations, or relationship-based planning.

Facilitator/team questions:

- What supports reduce burnout while preserving rigor?
- What assignment designs reduce incentive for shortcuts?
- What norms protect student agency and integrity?

AI literacy/digital citizenship integration:

- Teach students to identify when AI use is “support” versus “substitution” and to use a trust-but-verify routine (citations, drafts, checkpoints). Pair with wellness strategies (sleep, breaks, help-seeking).

Artifact:

- A student-developed “rigor + wellness” planning template and an integrity checklist tied to major assignments

Aligned resources:

- [TeachAI](#) – Toolkit and sample guidance for norms and disclosure
- [Common Sense Education](#) – Healthy habits and balanced technology use
- [WA OSPI: Human-Centered AI Guidance \(PDF\)](#) – Human-centered implementation guardrails

How this case is modified when moving from SEL-only to SEL + content:

SEL-only focuses on wellness and belonging. With content included, the case is modified into explicit health skill instruction paired with assessment design considerations that reduce misuse incentives and increase authentic evidence of learning.

Core facilitation questions that change because of content specificity:

1. What health skills are being taught and measured (goal setting, coping, decision rules)?
2. What assessment design changes reduce shortcuts (process checkpoints, drafts, oral defense)?
3. What student evidence shows balanced routines and maintained learning (plans, reflections, revisions)?

How the content area/standards alignment works:

The content area line names the primary discipline(s) and skill focus of the case. The content standards alignment then identifies a small, teachable set of standards that operationalize that content area into observable student behaviors and artifacts. Primary standards define the main learning target(s) for the case; secondary standards are included only when they are directly assessed or required for students to demonstrate the primary skill (e.g., discussion, a research product, a campaign artifact). The alignment is intentionally tight (not exhaustive) so districts can substitute equivalent local/state standards while keeping the same evidence of learning and the same “trust-but-verify” routines.

Special population strategies (implementation tips)

- MLL: Provide planning tools and help-seeking pathways in accessible language; ensure students understand disclosure norms and available supports.
- Gifted/Talented: Address perfectionism and overcommitment; teach balance strategies and provide integrity pathways for advanced work without shortcuts.
- High-incidence IEP/504: Ensure planning routines align to accommodations; provide structured supports for executive function and anxiety.
- Twice exceptional (2e): Use a highly structured planning template with explicit priorities, timeboxes, and support check-ins; prevent overextension.

Endnotes

- 1 For a brief mention of the pioneering work of John von Neumann and Alan Turing as applied to the question of “what might AI suggest about how to approach the questions of ‘what is intelligence?’” and “what does it mean to be intelligent, broadly?” Aguüeray y Arcas, B. (2025). *What is Intelligence: Lessons from AI about Evolution, Computing, and Minds*. The MIT Press. And, albeit only a very modest suggestion that includes many more good reads, two biographies introducing the life and work of von Neumann and Turing; Battacharya, A. (2023). *The man from the future: The visionary ideas of John von Neumann*. W. W. Norton; Bernhardt, C. (2017). *Turing’s Vision: The birth of computer science*. The MIT Press.
- 2 In addition to work on and resources for AI use internationally, nationally, and the like, there are a variety of takes that contemplate AI through the lens of philosophy. This lens is germane to the Illinois guidance insofar as the topics are, by and large, tied to questions of purpose/use and the consequences for how “work” is understood, what constitutes a “worker” (or employee, leader, student), autonomy, and the like. A few examples include: Schrage, M. and Kiron, D. (2025). *Philosophy East AI*. MIT Sloan Management Review.; Abraham, L. (2025). *A Prisoner’s Dilemma in the Race to Artificial General Intelligence (RRA4245-1)*. RAND Corporation.; Emery, Nicholas; Park, Andrew; Trager, Robert. (2022). *Information Hazards in Races for Advanced Artificial Intelligence (preliminary draft)*. Centre for the Governance of AI.; LaCroix, Timothee; Mohseni, Ali. (2020/2021). *The Tragedy of the AI Commons*. arXiv:2006.05203.;
- 3 [Pushing the frontiers with AI, blockchain, and robots \(OECD, 2021\)](#), especially Chapter 1 (Frontiers of smart education technology: Opportunities and challenges), Chapter 4 (Improving student engagement in and with digital learning technologies), and Chapter 6 (Serving students with special needs better: How digital technology can help); [Shaping the Future of Learning: The role of AI in education 4.0 \(World Economic Forum, 2024\)](#); [Advancing Artificial Intelligence Education for American Youth \(United States Executive Branch Executive Order, 2025\)](#); [Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations \(United States Department of Education, 2023\)](#).
- 4 [Opportunities, guidelines and guardrails for effective and equitable use of AI in education \(OECD, 2023\)](#); [The potential impact of artificial intelligence on equity and inclusion in education \(OECD, 2024\)](#).
- 5 An individual, obviously, possesses a “sense of self” that, hopefully, integrates the various roles in which the individual engages. Child, friend, artist, cross country runner, student, sibling are all unique roles and, as one develops, hopefully are integrated in ways that provide, in addition to a sense of self, a sense of confidence and competence.
- 6 Beijing Consensus on Artificial Intelligence (2019): AI to empower teaching and teachers (p. 5). Be mindful that while AI provides opportunities to support teachers in their educational and pedagogical responsibilities, human interaction and collaboration between teachers and learners must remain at the core of education. Be aware that teachers cannot be displaced by machines and ensure that their rights and working conditions are protected. Dynamically review and define teachers’ roles and required competencies in the context of teacher policies, strengthen teacher training institutions, and develop appropriate capacity-building programs to prepare teachers to work effectively in AI-rich education settings. Consider instances where a teacher tailors feedback incorporating a particular interest of a student to make a connection between the course content and the lived experience of a child or when a teacher in an elementary grade selects a sticker to place on the work of a student that shows recognition of the work produced as well as some aspect/image that the teacher is aware for which the student cares. These “little” things are likely not easily captured through the use of AI but matter mightily in the real-time teacher student relationships that result from the everyday interactions occurring in classrooms across Illinois.
- 7 That this is the case warrants regular and careful consideration of the cost/benefits of AI as a means to inform instructional planning and delivery to enrich student engagement. A framework for this is provided in a recent Brookings Institution (2026) publication: [Proposer, Prepare, and Protect](#).
- 8 For general histories of American education and public schooling see: Urban, W. J., and Gaither, M. (2026). *American Education: A History*. 7th ed. New York: Routledge.; Kliebard, H. M. (2004) *The Struggle for the American Curriculum, 1893–1958*. 3rd ed. New York: Routledge.; Labaree, D. F. (2010). *Someone Has to Fail: The Zero-Sum Game of Public Schooling*.

Cambridge, MA: Harvard University Press.; Zimmerman, J. (2022). *Whose America?: Culture Wars in the Public Schools*. 2nd ed. Chicago: University of Chicago Press.; Labaree, D. F. (1997). *How to Succeed in School Without Really Learning: The Credentials Race in American Education*. New Haven, CT: Yale University Press.; Spring, J. (2023) *American Education*. 21st ed. New York: Routledge.; Spring, J. (2018) *The American School: From the Puritans to the Trump Era*. 10th ed. New York: Routledge.

9 [2024 State of EdTech District Leadership](#), especially pages 10-14; [2025 State of EdTech District Leadership](#), especially pages 10-16.

10 [Balancing Human Teachers and AI in Education: A discussion paper from ethical, legal, and social perspectives \(OECD, 2024\)](#); [AI in education: Can it raise us up or will it divide us further? \(Centre for progressive policy, 2024\)](#); [What should teachers teach and students learn in a future of powerful AI? \(OECD, 2024\)](#); [Using Artificial Intelligence Tools in K-12 Classrooms \(RAND, 2024\)](#).

11 [U.S. High School Students' Use of Generative Artificial Intelligence \(College Board, 2025\)](#).

12 [AI Use in Schools Is Quickly Increasing but Guidance Lags Behind: Findings from the RAND Survey Panels](#).

13 "Appropriateness," as will be further explained throughout this guidance, can be understood as both "goodness of fit" (i.e., developmentally appropriate) and "fitness for the occasion" (i.e., AI enhances the teaching and learning).

14 Keeping in mind that what follows is far from exhaustive but as a way of demonstrating this tension and how different aspects of AI potential are considered through both the lenses of opportunities and cautions, consider since January 1, 2025, the larger themes for opportunities concerning extensions of human agency through the use of AI as a tool (e.g., [AI + Learning Differences: Designing a Future with No Boundaries](#); [Creative patterns in the age of AI: Securing America's education edge](#); [Making AI work for schools](#)) and those perspectives that are more cautious about use and what that can mean in light of human (student) development and student data privacy (e.g., [Recentering the AI in Education Conversation](#); [Artificially Intelligent Bullies: Dealing with Deepfakes in K-12 Schools](#); [Rising Use of AI in Schools Comes With Big Downsides for Students](#)). So too, there are pieces that suggest a balance between opportunities and cautions (i.e., [Driving K-12 Innovation: 2025 Hurdles, Accelerators, and Tech Enablers](#)).

More broadly, the [Pro-Human AI Declaration](#) (2026), authored by numerous organizations including American Federation of Teachers, Institute for Family Studies, G20 Interfaith Forum Association, Center for AI and Digital Policy, among others, identifies five pillars emphasizing the centrality of engagement between humans in the selection and curation when determining the role, if any, for AI use:

- Keeping Humans in Charge
- Avoiding Concentration of Power
- Protecting the Human Experience
- Human Agency and Liberty
- Responsibility and Accountability for AI Companies

15 In addition to and support of what is shared in the Generative AI and Natural Language Task Force, TeachPlus authored [Rules and Tools for AI-Powered Learning: Why Educators Can't Afford to Wait on AI Policy](#). (2024)

16 To be sure, the framework can, and should, also consider the voices of students, parents/caregivers, advocates, and others in the community.

17 Ethical use" used in this guidance document assumes that the choices on what and how and when AI might be appropriate is contingent upon clarity of purpose and use and common understandings of notions such as "developmentally appropriate." More specifically, any ethical use is predicated upon the agreement, both overt and tacit, of the range of concepts and the resulting behaviors of those engaging in the practice. In the case of public schools, there is a range of practices that are recognized as "ethical" (i.e., acceptable). These are informed by other practices (e.g., legal, scientific, religious, political, artistic practices) that are part of the constellation of public education.

18 [PA 104-0399\(a\)\(1\)](#)

19 [PA 104-0399\(a\)\(2\)](#)

20 [PA 104-0399\(a\)\(3\)](#)

21 [PA 104-0399\(a\)\(4\)](#)

22 [PA 104-0399\(a\)\(5\)](#)

23 [PA 104-0399\(a\)\(6\)](#)

24 [PA 104-0399\(a\)\(7\)](#)

25 That the take of an individual (their theory of mind and beliefs about human nature) are the same or different is quite another. Intersubjectivity is, in many ways, a “leap of faith” between an individual and another. This is why development of common understandings for the purpose and use of AI to inform teaching and enrich instruction is essential.

26 [PA-104-0399](#)

27 Differentiated instruction (DI) is not new. Evolving from the work of Maria Montessori in Italy and through that of educational theorists/psychologists like John Dewey, Jean Piaget, and even John Holt, it focuses upon the interests and readiness and preferred means of engaging in the world. These engagements are necessary for the development of a sense of competence and confidence. These are core parts of how a child develops a sense of “Self.” In more formal P-12 settings, Carol Tomlinson was, while not the first, a primary advocate who did much to formalize the general ontological notions grounding DI.

Among others, see: [Tomlinson, Carol Ann. *How to Differentiate Instruction in Academically Diverse Classrooms*. 3rd ed. Alexandria, VA: ASCD, 2017](#); [Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. 2nd ed. Alexandria, VA: ASCD, 2014](#); [Tomlinson, Carol Ann, and Tonya R. Moon. *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: ASCD, 2013](#); [Tomlinson, Carol Ann, and Jay McTighe. *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Alexandria, VA: ASCD, 2006](#); [Sousa, David A., and Carol Ann Tomlinson. *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. 2nd ed. Bloomington, IN: Solution Tree Press, 2018](#).

28 In particular, those beliefs about how people learn (human nature), the theory of mind the learner possesses as a learner, and that the teacher assumes that those whom they teach understand what is taught (i.e., intersubjectivity).

29 Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., and Krathwohl, D. R. (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: David McKay Company.

30 Anderson, L. W., and Krathwohl, D. R. (eds). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. New York: Longman.

31 For instance, *Understanding by Design* (Wiggins and McTighe, 1988), *5E Instructional Model* (Bybee, et al. 1988), *Multitiered System of Support* (Kansas State Department of Education, 2008), among others. Bloom’s Taxonomy is used in this guidance as it focuses on ways through which a teacher can elicit “categorical” student responses as well as both ease of verbal and visual description to show how different sequences of learning can benefit from AI.

32 To be clear, the explanations provided of Bloom and A&K are descriptive and not meant to be understood as evaluative. In other words, for the purposes of how AI can inform teaching and learning and the primacy of the teacher student relationship in that, Bloom and A&K are a lens through which the consideration can be approached to show possibilities as well as cautions.

33 *Home is Calling: The Journey of the Monarch Butterfly* is a 2026 [Illinois Monarch Award winner](#). This annual competition for books in Grades K-3 is sponsored by the Association of Illinois School Library Educators (AISLE). AISLE also sponsors annual awards for books in the 3-5 grade band ([Bluestem](#)) and 9-12 grade band ([Lincoln](#)). AISLE is a cooperating organization for the [The Rebecca Caudill Young Reader’s Book Award](#) (4-8 grade band).

34 While the example provided is imagined for evaluation, note that the need for specificity and parameters are also the case for teacher and student use for teaching and learning engagements prior to a “formal” evaluation of a work product.

35 Of course, if AI is used to generate a draft rubric, the teacher should share this prior to its use with those whose work is evaluated (i.e., students) as well as ensure what is drafted possesses a goodness of fit for what the teacher will evaluate. In ideal (or close to ideal) teaching and learning environments, those who are evaluated should assist in the crafting the categories and descriptors used in a rubric. This assists in clarifying the assignment and is also a rich source of assessment insofar as what individuals identify provides insight into awareness of (knowledge about) the content. An interesting piece on AI use by teachers for purposes of assessment and evaluation of student work from [EdWeek](#).

36 [OpenAI, GPT-4 System Card](#) (OpenAI, 2023), PDF pp. 46 (hallucinations) and 59 (overreliance); [Adam Tauman Kalai, Ofir Nachum, and Santosh S. Vempala, *Why Language Models Hallucinate* \(2025\)](#), PDF pp. 1 and 4; [U.S. Department of Education Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* \(2023\)](#).

37 OpenAI, GPT-4 System Card (OpenAI, 2023), PDF pp. 46 (hallucinations) and 59 (overreliance); Adam Tauman Kalai, Ofir Nachum, and Santosh S. Vempala, *Why Language Models Hallucinate* (2025), PDF pp. 1 and 4.

- 38 U.S. Department of Education Office of Educational Technology, Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations (2023), PDF pp. 32–35 (teachers remain responsible for judgment and for interpreting recommendations).
- 39 Miao and Holmes, Guidance for Generative AI in Education and Research (2023), PDF p. 28 (prevent ceding human accountability to GenAI).
- 40 OpenAI, GPT-4 System Card (2023), PDF p. 46 (hallucinations); Kalai, Nachum, and Vempala, Why Language Models Hallucinate (2025), PDF pp. 1–4 (models may guess when uncertain).
- 41 National Institute of Standards and Technology, AI RMF 1.0 (2023), PDF p. 16 (explainable/interpretable information should be tailored to the recipient's role and level of expertise).
- 42 Privacy Technical Assistance Center (PTAC), U.S. Department of Education, Responsibilities of Third-Party Service Providers under FERPA (August 2015), PDF pp. 2–3 (PII can include indirect identifiers and metadata; re-disclosure restrictions); NIST, AI RMF 1.0 (2023), PDF p. 17 (privacy-enhanced systems).
- 43 NIST, AI RMF 1.0 (2023), PDF p. 13 (validity and reliability) and 8 (human judgment in selecting measures).
- 44 NIST, AI RMF 1.0 (2023), PDF p. 13 (validity and reliability) and 16 (explainable/interpretable information for users).
- 45 Miao and Holmes, Guidance for Generative AI in Education and Research (2023), PDF p. 28 (human agency and accountability).
- 46 This is another example that centers the importance of teacher judgement and the needs to resist “seduction of AI.”
- 47 [OSPI \(WA\), Human-Centered AI Guidance](#), PDF pp. 2, 5; [OSDE \(OK\), AI Guidance & Considerations](#), PDF p. 3.
- 48 [Virginia Secretary of Education, Guidelines for AI Integration Throughout Education](#), PDF pp. 1–2; ODE (OR), [Generative AI in K–12 Classrooms](#), PDF p. 8; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF p. 44.
- 49 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF pp. 1–2; IPSP 204 (IL), [Belief Statement & Guiding Principles for GenAI](#), PDF p. 2.
- 50 [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF p. 8.
- 51 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF pp. 6–7.
- 52 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 2; U.S. ED OET, [AI and the Future of Teaching and Learning](#), PDF p. 44.
- 53 [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF p. 8.
- 54 [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF pp. 8–10; IPSP 204 (IL), [Belief Statement & Guiding Principles for GenAI](#), PDF pp. 4, 6.
- 55 [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF p. 44.
- 56 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF pp. 6–7.
- 57 [OSPI \(WA\), Human-Centered AI Guidance](#), PDF p. 5; [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF pp. 9–10.
- 58 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 2; OSPI (WA), [Human-Centered AI Guidance](#), PDF p. 5; [OSDE \(OK\), AI Guidance & Considerations](#), PDF p. 3.
- 59 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 2; [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF pp. 3–4; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF pp. 5–7.
- 60 [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF p. 44; [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF p. 8.
- 61 OSPI (WA), [Human-Centered AI Guidance](#), PDF p. 5; [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF pp. 9–10.
- 62 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 8; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF pp. 5–7; [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF pp. 3–4.
- 63 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 3.
- 64 [Virginia Secretary of Education, Guidelines for AI Integration Throughout Education](#), PDF p. 2; [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 1; [OSPI \(WA\), Human-Centered AI Guidance](#), PDF p. 8.
- 65 [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF pp. 3–4; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF pp. 5–7.
- 66 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 3.
- 67 [ODE \(OR\), Generative AI in K–12 Classrooms](#), PDF p. 3; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF pp. 5–7.
- 68 [LCPS \(VA\), 2024 Generative AI Guide](#), PDF p. 8; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF pp. 5–7.
- 69 [OSPI \(WA\), Human-Centered AI Guidance](#), PDF pp. 2, 5; [LCPS \(VA\), 2024 Generative AI Guide](#), PDF pp. 1–3, 8; [Virginia Secretary of Education, Guidelines for AI Integration Throughout Education](#), PDF p. 2; [U.S. ED OET, AI and the Future of Teaching and Learning](#), PDF pp. 5–7, 44.

- 70 Getting used to idea” should be understood as that change is inevitable and also that this inevitability creates disequilibrium (in particular to the theory of mind and assumptions of human nature held by an individual or group). On account of this, “getting used to” requires time and engagement for people to share concerns and see themselves in how the concerns are resolved (even if in ways that are not aligned with their beliefs).
- 71 [PA 104-0399\(a\)\(3\)](#)
- 72 Note the similarities for item development suggestions and those in “AI to Inform Instruction” for the development of AI prompts.
- 73 [Avoiding the Discriminatory Use of Artificial Intelligence \(U.S. Department of Education, Office for Civil Rights\)](#); [Blueprint for an AI Bill of Rights \(White House Office of Science and Technology Policy\)](#); [AI Risk Management Framework \(AI RMF 1.0\) \(National Institute of Standards and Technology\)](#).
- 74 [Artificial Intelligence and the Future of Teaching and Learning \(U.S. Department of Education, Office of Educational Technology\)](#); [Generative AI Profile \(NIST AI 600-1\) \(National Institute of Standards and Technology\)](#).
- 75 [Student Online Personal Protection Act \(SOPPA\), 105 ILCS 85](#); [ISBE Privacy Policy Resources and Links](#); [Family Educational Rights and Privacy Act \(FERPA\) – Protecting Student Privacy \(U.S. Department of Education\)](#).
- 76 [Student Online Personal Protection Act \(SOPPA\), 105 ILCS 85](#); [ISBE SOPPA Contracts Inventory](#); [Student Data Privacy Toolkit \(Consortium for School Networking\)](#).
- 77 [Blueprint for an AI Bill of Rights \(White House Office of Science and Technology Policy\)](#); [Artificial Intelligence and the Future of Teaching and Learning \(U.S. Department of Education, Office of Educational Technology\)](#).
- 78 [Generative AI Profile \(NIST AI 600-1\) \(National Institute of Standards and Technology\)](#); [Avoiding the Discriminatory Use of Artificial Intelligence \(U.S. Department of Education, Office for Civil Rights\)](#).
- 79 [AI Risk Management Framework \(AI RMF 1.0\) \(National Institute of Standards and Technology\)](#); [Generative AI Profile \(NIST AI 600-1\) \(National Institute of Standards and Technology\)](#); [Illinois School Code – AI Guidance Requirement \(105 ILCS 5/2-3.118a\)](#).
- 80 [AI Risk Management Framework \(AI RMF 1.0\) \(National Institute of Standards and Technology\)](#); [Avoiding the Discriminatory Use of Artificial Intelligence \(U.S. Department of Education, Office for Civil Rights\)](#); [Blueprint for an AI Bill of Rights \(White House Office of Science and Technology Policy\)](#).
- 81 [PA 104-0399\(a\)\(3\)](#)
- 82 [U.S. Department of Education \(OET\) – AI and the Future of Teaching and Learning \(2023\)](#). See especially Foundation 3: Ensure Safety, Ethics, and Effectiveness; Foundation 4: Promote Transparency; Recommendation #6: Focus R&D on Addressing Context and Enhancing Trust and Safety; and Recommendation #7: Develop Education-Specific Guidelines and Guardrails.
- 83 “The AI RMF refers to an AI system as an engineered or machine-based system that can, for a given set of objectives, generate outputs such as predictions, recommendations, or decisions influencing real or virtual environments. AI systems are designed to operate with varying levels of autonomy.” [Artificial Intelligence Risk Management Framework: Generative Artificial Intelligence Profile](#).
- 84 See Appendix: Misalignment Scenarios: “Why ‘Goodness of Fit’ and Clear Prompts Matter” for cases focused upon the “consequences” of misalignment (i.e., consequences of a lack of “goodness of fit” and “fitness for the occasion”) of AI application and its use to inform and enrich teaching and learning.
- 85 Operational privacy vetting resources (embedded): [U.S. ED – Requirements and Best Practices \(2014\)](#); [U.S. ED – Model Terms of Service \(2016\)](#); [A4L/SDPC – NDPA](#).
- 86 Minimum AI Vendor Review Checklist should include:
- FERPA compliance
 - SOPPA compliance
 - accessibility review
 - bias review
 - data retention/deletion
 - auditability
 - cybersecurity protections
 - human review expectations

- 87 What follows are links to selected tools and resources that can assist a district that wishes to establish (or refine) innovation zones: [CoSN/CGCS K-12 GenAI Readiness Checklist Questionnaire \(v1.2\)](#); [CoSN/CGCS K-12 GenAI Maturity Tool](#); [CRPE: AI Early Adopter Districts \(27 districts, 2024-25\)](#); [RAND: AI use in schools increasing but guidance lags](#).
- 88 Examples of innovation challenges for students include those supported or sponsored by [ISTE and ASCD](#); [The Presidential AI Challenge](#), Stanford Accelerator for Learning; and, while concluded, MIT. So too, there are many more local innovation challenges often sponsored by institutions of higher education and specific to sectors (e.g., education, health care).
- 89 A resource that may be useful for “within district” innovation zones from [TeachAI](#).
- 90 A timely example of the importance of [student-led generation of AI policy](#) will occur in the summer of July 2026 “...hosted by AASA, The School Superintendents Association, nonprofit Day of AI, and MIT RAISE, aims to tackle one major roadblock educators cite in adopting AI: the lack of clear policies and professional development about how and when to use the technology.” “...students will lead the charge in creating a policy detailing how they think artificial intelligence should be used in the classroom and the guardrails districts should put in place to protect kids’ privacy and ensure they’re getting the best education possible,” said Jeff Riley, the executive director of Day of AI.
- 91 This is especially important due to the often different “capital” valued in school districts (e.g., programming and resources) and institutions of higher education (e.g., data used for the publication of research in journals and at conferences).
- 92 See Endnote 91 for readiness tools. UNESCO developed competency frameworks for [students](#) and [teachers](#). Also, [research](#) that considered AI literacy through competencies identified by practicing teachers provides interesting fodder for how partnerships between school districts and institutions of higher education to collectively consider possibilities for partnerships that center AI as a means and in light of student interest.
- 93 Microcredentials are one means through which a state can allow an educator to receive a subsequent teaching endorsement (e.g., special education, computer science). States such as Arizona, Florida, North Dakota, Oklahoma, Utah, Virginia, and Wyoming, plus DC, explicitly allow for this. The delivery of a microcredential is, in these instances, through either the State Education Agency or external entity (e.g., Digital Promise, Bloomboard, among others). Often, there is a need to modify statutory and regulatory language to recognize this approach. Microcredentials are of interest within AI as they can require the demonstration of informed use tied to both the development of instructional materials and student outcomes and in ways that are more “naturally” integrated to the specific purposes and uses identified by a district. At this time, however, microcredentials are more typically allowed and recognized for purposes of professional learning/development hours often tied to licensure renewal.
- 94 A company or organization that does not wish to receive feedback from educators in the testing or implementation of their product raise a red flag to a school district. Regardless of if the feedback is for reflections on use and/or identification of instructional or operational applications, it seems reasonable to assume that the purpose of engaging with a company or organization is, at least in part, that the company or organization needs this information to ensure a goodness or fit/fitness for the occasion(s) for which the application is designed.
- 95 [U.S. Department of Education \(OET\) – AI and the Future of Teaching and Learning \(2023\)](#). See especially Foundation 3: Ensure Safety, Ethics, and Effectiveness; Foundation 4: Promote Transparency; Recommendation #6: Focus R&D on Addressing Context and Enhancing Trust and Safety; and Recommendation #7: Develop Education-Specific Guidelines and Guardrails.
- 96 [U.S. Department of Education \(OET\) – AI and the Future of Teaching and Learning \(2023\)](#). See especially Foundation 3: Ensure Safety, Ethics, and Effectiveness; Foundation 4: Promote Transparency; Recommendation #6: Focus R&D on Addressing Context and Enhancing Trust and Safety; and Recommendation #7: Develop Education-Specific Guidelines and Guardrails.
- 97 [Artificial Intelligence Risk Management Framework: Generative Artificial Intelligence Profile](#).
- 98 [TeachAI frames AI guidance as policy + practice + education for users and stakeholders](#); [WA OSPI classroom considerations provide implementation guidance emphasizing human-centered use, transparency, and reflection](#).
- 99 [ADA Title II \(public entities\) \(42 U.S.C. § 12132\)](#). Legal Information Institute (Cornell); [CIPA – Children’s Internet Protection Act \(E-rate\) \(47 U.S.C. § 254\(h\)\(5\); \(47 CFR 54.520\)](#). FCC / USAC; [COPPA – Children’s Online Privacy Protection Act / Rule \(15 U.S.C. § 6501 et seq.; 16 CFR Part 312\)](#). Federal Trade Commission; [Copyright Act – exclusive rights \(17 U.S.C. § 106\)](#). Legal Information Institute (Cornell); [Copyright Act – fair use \(17 U.S.C. § 107\)](#). Legal Information Institute (Cornell); [FERPA – Family Educational Rights and Privacy Act \(20 U.S.C. § 1232g; 34 CFR Part 99\)](#). U.S. Department of Education; [IDEA \(20 U.S.C. § 1400 et seq.\) \(FAPE and special education services\)](#). U.S. Department of Education; [Illinois bullying prevention requirements \(Illinois School Code bullying statute—renumbering has occurred; districts should confirm current ILCS](#)

[citation\) and ISBE policy requirements](#). Illinois General Assembly/ISBE; [Illinois Freedom of Information Act \(FOIA\)\(5 ILCS 140/\)](#). Illinois General Assembly; [Illinois Human Rights Act \(775 ILCS 5/\)\(education discrimination/harassment policy obligations\)](#). Illinois General Assembly; [Illinois Internet safety education curriculum \(105 ILCS 5/27-410\)](#). Illinois General Assembly; [Illinois Local Records Act \(50 ILCS 205/\)](#) (records retention/disposition for local governments). Illinois General Assembly; [Illinois Personal Information Protection Act \(PIPA\)\(815 ILCS 530/\)\(breach/safeguards/disposal obligations\)](#). Illinois General Assembly; [Illinois School Code – Artificial intelligence guidance \(105 ILCS 5/2-3.118a\)](#). Illinois General Assembly; [Illinois School Student Records Act \(ISRA\)\(105 ILCS 10/\)](#); [ISBE student records rules \(23 Ill. Admin. Code Part 375\)](#). Illinois General Assembly; ISBE; [Illinois SOPPA – Student Online Personal Protection Act \(105 ILCS 85/\)](#). Illinois General Assembly; [PPRA – Protection of Pupil Rights Amendment \(20 U.S.C. § 1232h; 34 CFR Part 98\)](#). U.S. Department of Education; [Section 504 \(disability nondiscrimination\)\(29 U.S.C. § 794\)](#). U.S. Department of Education OCR; [TeachAI frames AI guidance as policy + practice + education for users and stakeholders](#); [Title IX \(sex nondiscrimination\)\(20 U.S.C. § 1681\)](#). U.S. Department of Education OCR; [Title VI \(race, color, national origin nondiscrimination\)\(42 U.S.C. § 2000d\)](#).

U.S. Department of Education OCR.

100 [NIST. Artificial Intelligence Risk Management Framework \(AI RMF 1.0\). NIST AI 100-1\(2023\); CoSN/CGCS/AWS. K-12 Generative AI \(Gen AI\) Readiness Checklist Questionnaire, Version 1.2 \(Apr 2025\); CoSN. Acceptable Use Guide for Teachers\(2022\) – discusses Informed Use Policies as behavior expectations; TeachAI. AI Guidance for Schools Toolkit, sample guidance and policy addendums for responsible/authorized use; White House OSTP. Blueprint for an AI Bill of Rights\(2022\)](#), principles include notice/explanation, privacy, human alternatives; [U.S. Department of Education Office of Educational Technology](#).

[Artificial Intelligence and the Future of Teaching and Learning \(2023\); U.S. Department of Education. FERPA – Protecting Student Privacy \(official overview\); Future of Privacy Forum \(FPF\). Vetting Generative AI Tools for Use in Schools \(2024\)](#).

101 Please see Appendix: AI Concepts: District Next Steps for additional detail on how various concepts in AI might be considered in light of the district-wide policy, AUP, and IUP.

102 That these interactions are “deliberate” is not to suggest that healthy development is contingent only upon those engagements that are framed in specific ways (e.g., classroom experiences, “formal” engagements outside of school like those that occur in youth sports, participation in religious practices, fine and performing arts, and the like). Rather, that what can be “controlled” in support of healthy development is more likely to do so when an environment in which an experience(s) occurs are carefully crafted.

103 American Psychological Association, “Ecological systems theory,” APA Dictionary of Psychology. [APA Dictionary](#); Urie Bronfenbrenner, “Ecological Models of Human Development” (1994). [NCJ](#).

104 Urie Bronfenbrenner, “Ecological Models of Human Development” (1994). [NCJ](#).

105 Of course, that “change is inevitable” is just as true for a district. It is necessary for a district to engage in a regular feedback loop/revisitation of AI policies.

106 This is another way of expressing “goodness of fit.”

107 The Illinois guidance places a deliberate emphasis on the concurrency of academic, developmental, and civic aims. It treats development not as a narrow matter of acquiring skills but as bound up with identity, belonging, and participation in civic life. The suggested competencies are neither technical proficiencies alone, nor as a stand-alone digital-literacy sequence detached from the life of classrooms, schools, and districts. Rather, “competency” includes knowing how to use AI, when not to use it, how to explain its use to others, and how to evaluate its effects on students, teaching, and school life.

So too, extant frameworks provide strong points of departure (UNESCO AI Competency Frameworks for Students and Teachers; AI4K12; ISTE; IBM Skills Build; Digital Education Council; Kahn Academy, CodeAI, among others).

Even so, Illinois guidance differently emphasizes in at least four important respects:

It is less a universal competency architecture and more an educationally grounded decision-making frame through which skills and habits of mind can be demonstrated in light of the work occurring in Illinois’ school districts.

The Illinois guidance places stronger emphasis on purpose/use and common understandings as preconditions for competency.

Guidance is more explicit that AI competency must be interpreted in light of the concurrent academic, developmental, and civic purposes of schooling. While other frameworks stress responsible citizenship and interdisciplinary integration and societal impact, the Illinois guidance makes these concerns constitutive of the entire framework rather than one domain among others. This difference matters in teaching and learning because it keeps competencies tied to student agency, belonging, selfhood, responsibility, and participation, rather than allowing them to drift toward technical skill alone.

The Illinois guidance emphasizes competencies in connection district governance structures, operational use, and goodness-of-fit review than many other competency frameworks.

Stated more directly: extant frameworks help answer what students and teachers should know and be able to do about AI. The Illinois guidance does not omit those necessary aspects of digital and AI literacy. It builds upon it and focuses specifically through the lens of under what educational, developmental, civic, and governance conditions should those competencies be enacted in Illinois schools. That added layer is consequential. It keeps competencies as anchors through which informed use is demonstrated through local context responsibility and that the local context is grounded upon the centrality of human relationships in teaching and learning.

108 The 16 cases introduced in the AI Literacy and Digital Citizenship section are provided with the additional of special populations considerations in the 16 SEL + AI Literacy/Digital Citizenship Cases with, SEL, Content, and Special Population Strategies appendix

109 [U.S. Department of Education Office for Civil Rights, Avoiding the Discriminatory Use of Artificial Intelligence \(Nov. 19, 2024\)](#); [AI & Accessibility in Education: The 2024 Blaschke Report \(2024\)](#); [WIDA, Participant Packet: Aligning AI for Multilingual Learners \(2025\)](#); [Massachusetts DESE, Guidance for Artificial Intelligence in K-12 Education \(Aug. 17, 2025\)](#); [CAST, Artificial Intelligence & UDL](#).

110 This is another reason why a district must carefully and deliberately include guardrails for all students and specific student groups in particular in its AI policies.

111 In other words, why, when planning instruction consideration through the lens of readiness level, interests, and learning profile (i.e., differentiation) is critical.

112 [WIDA, "Understanding Multilingual Learners." Accessed December 22, 2025](#); [U.S. Code \(ESSA/ESEA definition\). 20 U.S.C. § 7801\(20\), "English learner." Accessed December 22, 2025](#).

113 There are differences between enrichment and acceleration ([National Association for Gifted Children](#)): Acceleration: A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math). Enrichment: Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

114 [National Association for Gifted Children \(NAGC\), "Where Do I Start?" Accessed December 22, 2025](#).

115 OHI – diabetes, neuromuscular disorders, orthopedic disorders, asthma, cardiac conditions.

116 [Electronic Code of Federal Regulations \(eCFR\). 34 CFR § 300.320, "Definition of individualized education program." Accessed December 22, 2025](#); [U.S. Department of Education, Office for Civil Rights, "Frequently Asked Questions: Section 504 Free Appropriate Public Education \(FAPE\)." \(June 30, 2025\). Accessed December 22, 2025](#); [U.S. Department of Education, "The Civil Rights of Students With Hidden Disabilities and Section 504." Accessed December 22, 2025](#).

117 Twice Exceptionality ([NAGC](#)); [Twice exceptional students: Who they are and what they need \(Davidson Organization\)](#).

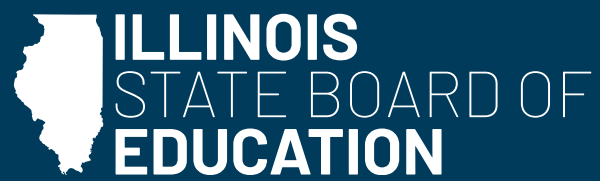
118 [National Institute of Standards and Technology \(NIST\), NIST AI RMF Playbook](#), accessed December 22, 2025. [U.S. Department of Education, Office for Civil Rights, Avoiding the Discriminatory Use of Artificial Intelligence \(PDF\)](#), accessed December 22, 2025.

119 [U.S. Department of Education, Office for Civil Rights, Avoiding the Discriminatory Use of Artificial Intelligence \(PDF\)](#), accessed December 22, 2025. [National Institute of Standards and Technology \(NIST\), NIST AI RMF Playbook](#), accessed December 22, 2025.

120 [CAST, Artificial Intelligence & UDL](#), accessed December 22, 2025.

121 [U.S. Department of Health and Human Services \(Office of the Surgeon General\), Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory \(PDF\)](#), accessed December 22, 2025; [American Psychological Association, Health Advisory on Social Media Use in Adolescence \(PDF\)](#), accessed December 22, 2025; [American Academy of Child and Adolescent Psychiatry \(AACAP\), Policy Statement on the Impact of Social Media on Youth Mental Health](#), accessed December 22, 2025; [RAND, One in Eight Adolescents and Young Adults Use AI Chatbots for Mental Health Advice](#), accessed December 22, 2025;

- [JAMA Network Open, Use of Generative AI for Mental Health Advice Among US Adolescents and Young Adults](#), accessed December 22, 2025.
- 122 [U.S. Department of Education Office for Civil Rights, Avoiding the Discriminatory Use of Artificial Intelligence](#) (PDF), accessed December 22, 2025.
- 123 [CAST, Artificial Intelligence & UDL](#), accessed December 22, 2025.
- 124 [National Institute of Standards and Technology \(NIST\), NIST AI RMF Playbook](#), accessed December 22, 2025. [U.S. Department of Education, Office for Civil Rights, Avoiding the Discriminatory Use of Artificial Intelligence](#) (PDF), accessed December 22, 2025.
- 125 High-incidence disabilities resulting in an IEP often intersects with ADHD/OHI and common 504 supports.
- 126 For additional information, see this paper from NAGC: [Twice-Exceptionality](#).
- 127 Note that the supports and resources provided by organizations like Infiniteth can support the learning of all learners, not just those with IEPs/504 plans.
- 128 Also, the 16 cases introduced in the AI Literacy and Digital Citizenship section are provided with the additional of special populations considerations in the 16 SEL + AI Literacy/Digital Citizenship Cases with, SEL, Content, and Special Population Strategies appendix.
- 129 [U.S. Department of Education, Student Privacy Policy Office, "FERPA \(Family Educational Rights and Privacy Act\),"](#) accessed December 22, 2025; [Federal Trade Commission, "Children's Online Privacy Protection Rule \(COPPA\)"](#), accessed December 22, 2025; [Illinois Compiled Statutes, 105 ILCS 85 \(Student Online Personal Protection Act\)](#), accessed December 22, 2025.
- 130 [Illinois State Board of Education \(ISBE\), "SOPPA Contracts" \(public inventory\)](#), accessed December 22, 2025.
- 131 Approved: Recommended default approval candidates (typically accessibility/UDL or tightly-scoped communication tools); Conditional: Approve only with tighter controls, signed DPA/IL-NDPA as applicable, and clear student-facing vs. teacher-facing rules; Not Approved: Recommended default "do not approve" for student data/special-population contexts unless a district-specific contract and strict controls exist.
- 132 [Microsoft Learn, "Immersive Reader product guide,"](#) accessed December 22, 2025.
- 133 Microsoft Support, "Use live captions in Microsoft Teams meetings" (includes statement that caption data is permanently deleted after the meeting), accessed December 22, 2025.
- 134 [Don Johnston/Everway, "Snap&Read Universal Privacy Policy"](#) (student account; no PII required by default), accessed December 22, 2025.
- 135 [Co:Writer Universal, "Privacy Policy"](#) (student account; no PII required by default), accessed December 22, 2025.
- 136 [Texthelp \(Everway\), "Our compliance to data security"](#) (Student Data Pledge; COPPA-compliant data policies statement), accessed December 22, 2025.
- 137 [TalkingPoints, "Privacy Policy,"](#) accessed December 22, 2025.
- 138 [Khan Academy Support, "How is my child's privacy and security protected in a Khan Academy Districts partnership?"](#) accessed December 22, 2025.
- 139 [MagicSchool, "Student Data Policy,"](#) accessed December 22, 2025.
- 140 [Google Workspace Admin Help \(Education\), "Google Workspace with Gemini – Education"](#) (enterprise-grade data protection; submissions not used to train models), accessed December 22, 2025.
- 141 [Microsoft Learn, "Enterprise data protection in Microsoft 365 Copilot and Copilot Chat"](#) (prompts/responses not used to train foundation models), accessed December 22, 2025.
- 142 [OpenAI Help Center, "How your data is used to improve model performance"](#) (consumer services may use content for training; opt-out available), accessed December 22, 2025.
- 143 ["How Gemini for Google Cloud uses your data,"](#) accessed January 14, 2026.
- 144 [University of Utah, Office of AI, "Using Meeting Transcription and Summarization Tools? Be Cautious"](#) (guidance on risks of unapproved transcription tools), accessed December 22, 2025.



isbe.net