



**Board of Education - Policy Committee Meeting
Edgewood Middle School
929 Edgewood Rd.
Highland Park, IL 60035**

Thursday, January 22, 2026 6:00 PM

Mission

North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

Agenda

1. Call to Order/Roll Call (6:00 p.m.)
2. Approval of Agenda
3. Presentation, Review, and Discussion: New Policy & Procedure Proposal
 - a. Policy 6:238 (NEW), Use of Generative Artificial Intelligence
 - b. Administrative Procedure: 6:238 AP1 - AI Responsible Use Guidelines
 - c. Administrative Procedure: 6:238 AP2 - AI Tool Review & Approval Procedure
4. Public Comments
5. Other
6. Adjournment



Policy Committee

Board of Education Meeting



January 22, 2026
Dr. Michael Lubefeld and members of the
District 112 Educational Technology Committee



MEMBERS OF THE COMMITTEE

Co-Chairs, Michael Lubelfeld, Ed.D. Superintendent, Jeremy Wickham
Executive Director for Technology & Operations



Co-Chairs

Michael Lubelfeld, Ed.D.
(Superintendent)

Jeremy Wickham
(Executive Director for
Tech & Ops)



Board of Education

Art Kessler
Jaret Fishman



Students

Alice Banerji
Fiona Stolarick



Community & Parents

Elina Glusker (Community)
Samantha Ziemianski
Ben Rissman
Joel Blumenfeld (Parents)



Teachers

Adam Bergman
Michael Buss
Colleen Butler
Rebecca Condon
Mickey Kudia
Jon, Mall
Jess Nathan



Building Administrators

Will Kaplan
Dr. Tony Candela
Rebecca Hansen
Kevin Saunders



Committee Purpose & Goals



Our Purpose

Develop comprehensive AI Guidelines for North Shore School District 112



Responsible Use

Create AI Responsible Use Guidelines for students and staff



Board Presentation

Prepare recommendations for Board presentation in January 2026

Working together to shape the future of AI in our educational community



"Our goal is to create guidelines that balance innovation with responsibility, ensuring AI enhances learning while maintaining our educational values."



Timeline & Process



October 9, 2025

First Committee Meeting - Introduction & Foundation



October 30, 2025

Presentation from Higher Ed (future - "why") - begin depth of review



December 4, 2025

Preparation for actual policy recommendation (group work)



January 14, 2026

Board of Education Presentation Preparation



January 22, 2026

Board of Education Presentation



Our Process

We'll work collaboratively through each phase, building on our collective expertise and insights to develop comprehensive guidelines that serve our educational community.

Each meeting builds toward our January Board presentation, with opportunities for input and refinement along the way.



Meeting Expectations & Approach



No Pre-Work Required

Just showing up is enough! All resources are optional.



All Perspectives Valued

Every voice matters regardless of AI experience level.



Collaborative Approach

We'll work together to develop guidelines that reflect our community.



Respectful of Your Time

Meetings will be focused and productive.



"What is the expectation for your pre-work? NONE!! Just showing up is enough. Honest!!"

— From the START HERE Welcome Document



Our goal is to create a welcoming, inclusive environment where everyone feels comfortable contributing.

Our District's Guardrails

Key principles from our AI Guidance for Schools Toolkit



Academic Integrity

Clear guidelines for appropriate AI use in assignments, assessments, and creative work. Focus on process, attribution, and learning outcomes rather than prohibiting AI tools.



Ethical Considerations For AI Use In Education



Privacy Protection

Safeguards for student data when using AI tools, including restrictions on sharing personally identifiable information and guidelines for secure tool selection.



Responsible Use

Framework for ethical decision-making, addressing bias, accuracy verification, and appropriate contexts for AI implementation in educational settings.

Policy Reference: Board Policy 6:237 (Draft) establishes these guardrails as part of our district's commitment to innovative, ethical, and responsible AI use in education.

Teaching Critical AI Literacy

Strategies for helping students evaluate and use AI responsibly



Question the Source

Teach students to identify AI-generated content and understand its limitations. Help them recognize that AI tools are trained on specific data sets that may contain biases or outdated information.



Check for Bias

Guide students to identify potential biases in AI outputs and consider multiple perspectives. Encourage them to examine whose viewpoints might be overrepresented or underrepresented.



Verify Information

Develop fact-checking habits by cross-referencing AI-generated information with reliable sources. Teach students to be skeptical of unsupported claims and to look for evidence.



Understand the Tool

Help students understand how AI tools work, including their capabilities and limitations. Teach them to see AI as a tool that requires human oversight and judgment.



Classroom Activity: AI Fact-Check Challenge

Have students generate content with AI on a topic they're studying, then work in teams to fact-check and identify potential issues. This builds critical evaluation skills while teaching responsible AI use.



AI Timeline Relay

Before 1990s



1956 – “AI”
coined at
Dartmouth



1966 – Eliza
first chatbot

1990s



1997 – IBM’s
Deep Blue
beats world
chess
champion

2000s



2002 –
Roomba hits
the market

2010s



2011 –
Siri/Watson
wins Jeopardy



2012 – FB
begins using
AI for photo
tagging

2020s



2022 –
ChatGPT 3.5



Gemini



2024 – Meta
releases Llama



Timeline of AI Milestones and Its Rapid Acceleration



1956

The term "AI" was coined at a Dartmouth conference by Marvin Minsky and John McCarthy. In 1957, the first AI model was developed.



2021

Anthropic was founded by former OpenAI research executives as a safety and research company.

APR. 2022

Google introduces "multi-search," allowing users to search both text and images.



NOV. 2022

ChatGPT-3.5 is widely used, publicly available, and becomes the "first widely used text-generating product" with 100 million users in two months.



MAR. 2023

Anthropic introduces Claude, an AI assistant trained to reduce harmful outputs.



MAR. 2023

GPT-4 increases usage of GenAI, offering significant improvements and human-level performance.



OCT. 2023

President Biden issues an AI executive order establishing "safe, secure, and trustworthy" practices.



APR. 2024

Meta releases Llama 3 — an open-weighted model, lowering developer costs.



2010-2015

Key AI companies are founded, with Google launching DeepMind in 2010 and OpenAI in 2015 as a nonprofit AI research company.



APR. 2022

Google introduces "multi-search," allowing users to search both text and images.



OCT. 2023

President Biden issues an AI executive order establishing "safe, secure, and trustworthy" practices.



DEC. 2023

Google introduces Gemini, an AI model that can understand and combine code, text, image, audio, and video.



APR. 2024

Meta releases Llama 3 — an open-weighted model, lowering developer costs.



APR. to AUG. 2024

Models continue to rapidly improve, with updates including GPT-4o, Claude 3.5 Sonnet, Llama 3.1.

Source: Bellwether

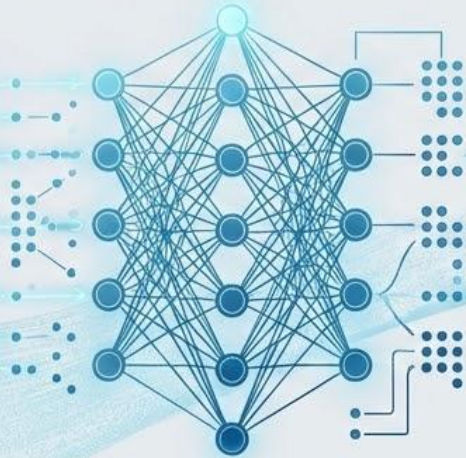
Understanding Newer GenAI Architectures

Reads the whole internet!

(HENCE CALLED LARGE LANGUAGE MODELS)



**Finds patterns
and relationships**



Builds its own “brain”!

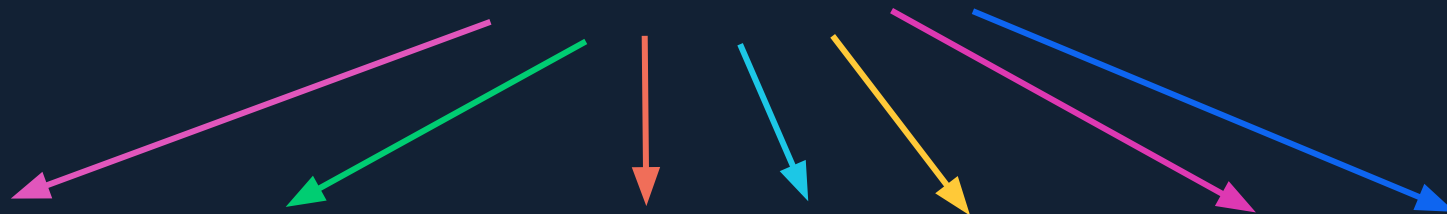
(artificial neural network)





big idea 1:

tokens



AI isn't magic, it's math.

17527

12471

19745

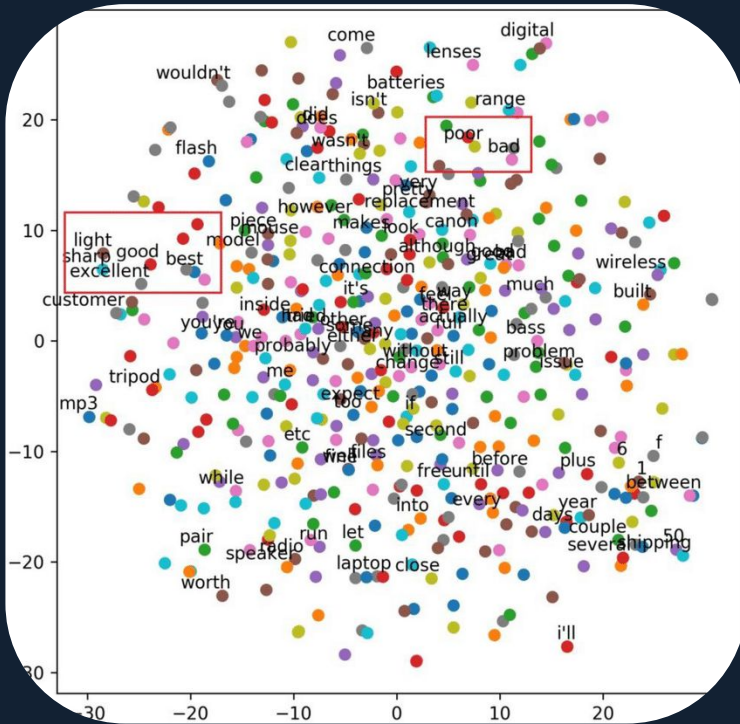
11

4275

13324

13

AI studies uses math to map out how each number relates and uses this mapping to make predictions:



The sky is blue.



...

"blue" (98% likely),
"falling" (1% likely),
"delicious" (0.1% likely)

You are already an AI person.



Current AI Landscape in Education

Where We Are Today

Early Days of Adoption

Like "aviation in 1905" - we're just beginning to understand the potential and implications.



Changing Classroom Dynamics

AI tools are already transforming how students research, write, and create.



Balancing Opportunities & Challenges

Navigating benefits while addressing concerns about equity, and academic integrity.



"We're not just adapting to a new tool; we're reimagining what education can be in an AI-integrated world."

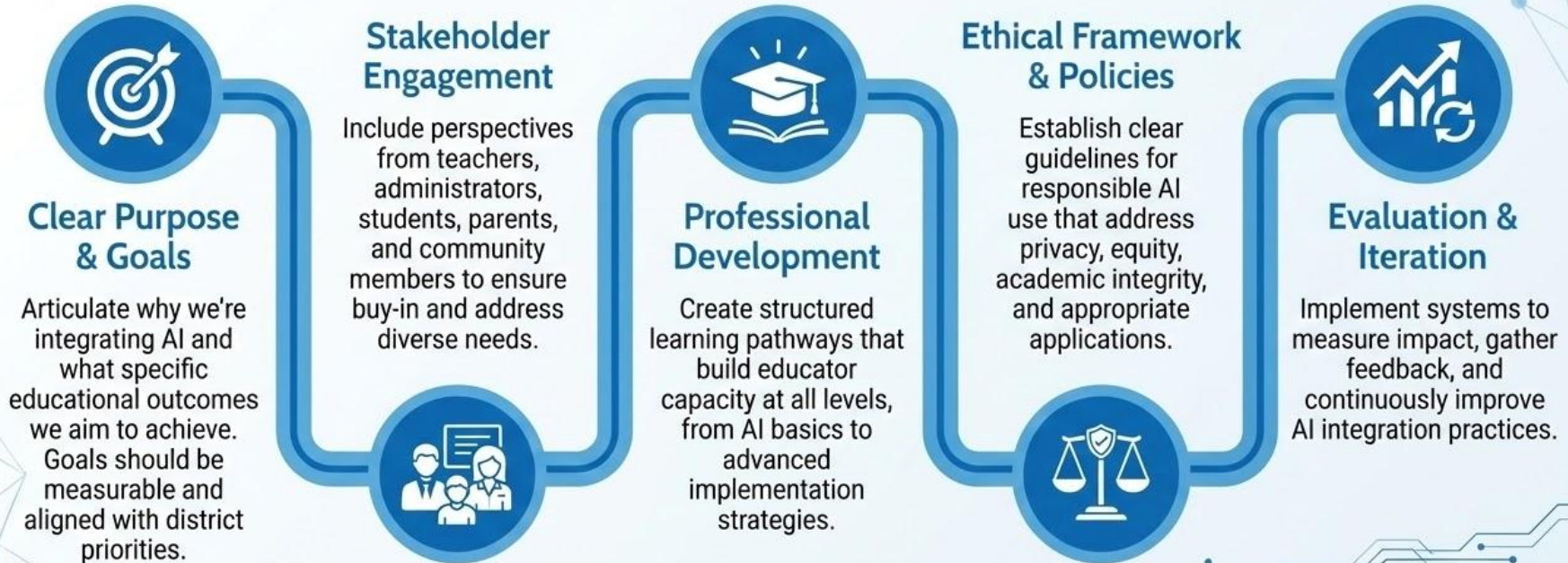


Our Opportunity

To develop thoughtful guidelines that prepare our students and staff for an AI-integrated future while preserving our educational values.

Components of an Effective AI Vision

Building a comprehensive framework for district-wide AI integration



AI Implementation
Roadmap

We asked all members of the committee ...What did:



1.

You expect when you signed up for this committee?



2.

Learn from your participation in this committee?



3.

Would you like the Policy Committee and Board to be aware of your priorities regarding the draft policy?

PARENT/COMMUNITY MEMBER PERSPECTIVE: WHAT THEY EXPECTED ON JOINING THE COMMITTEE



SHAPING THE FUTURE

I anticipated the opportunity to help mold the learning landscape for what is effectively the first "AI-native generation."



DIVERSE DISCOURSE

I expected—and witnessed—a wide range of viewpoints from various stakeholders.



FACULTY PREPAREDNESS (UNEXPECTED)

I was pleasantly surprised to find the faculty already well-versed in not just the technology, but the specific considerations regarding Responsible AI for children.



SPEED OF ADOPTION

I did not expect the group to overcome initial fears regarding AI so quickly; this allowed us to pivot rapidly toward substantive issues and how to maximize the environment for the students.



ETHICS

I expected to have the opportunity to share ethical considerations to ensure they were embedded into the district's approach.

As a (parent/community member), what did:
Learn from your participation in this committee?



1. The Value of Student Voice:

I learned how vital the student perspective is. Since this technology impacts them most, their unique insights are essential.



2. Desire for Guidance:

Students are not looking for a “free-for-all”; they actively want policy and guardrails so they understand how to use these tools the “right way” without fear of inadvertently breaking rules.



3. Inclusivity:

I learned that the district is thoughtful about listening to the entire community—students included—rather than just parents.



4. The Policy Challenge:

I gained an appreciation for the difficulty of drafting policy that satisfies parents, teachers, and students simultaneously, particularly given the lack of state guidance and the rapid pace of AI evolution.

As a (parent/community member), what did:

Would you like the Policy Committee and Board to be aware of your priorities regarding the draft policy?



SAFETY & PRIVACY

These principle remain the foundational priorities for any tool or technology introduced to the students. AI has the potential to store massive amounts of personal information indefinitely - it's critical we protect our kids' data.



PRESERVATION OF CRITICAL THINKING

Policy must ensure that while AI tools are used, they do not replace the fundamental teaching of critical thinking skills.



FAIRNESS IN ENFORCEMENT

The district should not punish students via anti-cheating software to punish students for using AI until clear rules and guidelines on acceptable use are established and the technology has become more reliable.



RESOURCE AVAILABILITY

We must not shy away from the technology. We need to provide the right resources to help students advance and figure out the productive ways to integrate these tools.



EQUITY

We must create an equitable environment where students can prosper regardless of their starting point, ensuring access to these tools is not limited to a select few.

As a Teacher: What Did I Expect from This Committee?



Supporting Teacher Capacity & Policy

- Help newer and experienced teachers use AI effectively.
- Learn about developing AI policy.



Enhancing Student Engagement & Responsibility

- Bring AI experience to students for engagement.
- Teach students to use AI tools responsibly.
- Help their learning experience, **not replace it.**

As a Teacher: What Did I Learn from This Committee?



Collaborative Policy Development

Learned how to collaborate and combine many voices to develop a policy.



Responsible AI Leadership

Learned how our school is at the forefront of how to use AI and using it responsibly.



Diverse Community Insights

Able to learn from different community members with different careers, coming together for what is best.



Benefit of Multidisciplinary Roles

Learned how many different jobs and community members are needed to bring a different lens, showing the benefit of many people.



Differentiated Professional Development

Learned how to help others build capacity with AI, emphasizing the need for a variety of PD for different levels.

Teacher Priorities for Draft Policy

Would you like the Policy Committee and Board to be aware of your priorities regarding the draft policy?



Targeted Professional Development

We need to provide PD specifically both content and grade level for colleagues to experience success.



Leverage Teacher Leaders & Stipends

Using teacher leaders and teacher stipends as a tool for providing the PD.



Dedicated Technology Coach/Specialist

Finding teacher on special assignment or an instructional coach to focus on this technology.



Foster Healthy Tech Relationships (Internal Protection)

Protection needs to come from the inside; many students develop unhealthy relationships with technology.

Expectations (Administrator)



Common Language & Expectations

Creation of common language and expectations



Acceptable Use

Defining acceptable use of specific tools



Balance Innovation & Ethics

Balance instructional innovation with concerns around ethics, privacy, and misuse



Collaboration & Stakeholder Discussion

Collaboration and thoughtful discussion with a diverse group of stakeholders regarding how AI is impacting teaching and learning

Lessons Learned (Administration)



There are **so many intricacies** to think about with such new technology (and the challenges of crafting a policy that fits the ever-evolving landscape of AI)



Development of **ongoing committee work** to guide the district's practices will be key to ensuring the plan is carried out



Importance of **student voice** and varying levels of understanding and comfort with AI



Effective **AI policy** must be paired with **ongoing professional learning**

THINGS TO NOTE (ADMINISTRATOR)



Goal was to enact a policy that is supportive, guiding and flexible
- not overly restrictive



Expectations for students and staff should be clearly
defined/differentiated



Equity, data privacy, and transparency should be at the center of
decisions



Policy should be accompanied by professional learning

AS A STUDENT, WHAT DID:

As a (student), what did:

Would you like the Policy Committee and Board to be aware of your priorities regarding the draft policy?

Yes!!!



PRIORITIES (IN ORDER):

Students don't want to be taught by AI



Students don't want to be graded by AI



Students like using AI as tools for things grammar, but overall are also don't want to use it for entire projects.

AS A STUDENT, WHAT DID:



YOU EXPECT WHEN YOU SIGNED UP FOR THIS COMMITTEE?

- For the most part, we expected to have little input, and were pleasantly surprised when we were given the same role as all the adults!
- We didn't really understand what the committee would be doing, but were glad to know that we got to decide some boundaries in AI.



LEARN FROM YOUR PARTICIPATION IN THIS COMMITTEE?

- We learned, not only about AI, but the process it takes to get things approved.
- We also learned about all the different words people can use to talk about AI, and the procedures regarding it.

AS A BOARD MEMBER

YOU EXPECT WHEN YOU SIGNED UP FOR THIS COMMITTEE?



Two-way communication between District and our community to direct our policy adoption.



To shape policy in order to help realize the potential of AI in education while addressing the potential pitfalls associated with bias, cheating, critical reasoning, and job protection



We would craft a policy that took measured steps to facilitate responsible AI use.

LEARN FROM YOUR PARTICIPATION IN THIS COMMITTEE?



We are not alone in seeking to write a policy that meets community expectations. We learned about AI use at the collegiate level, and in other elementary and high school settings.



Learned the different perspectives that community members, students, teachers all have and how those perspectives contribute to the policy development



Learned a lot about how AI is being used to accelerate and enhance learning at other institutions in ways we may have not considered which change the paradigm of education.



The practical and administrative uses AI can perform that will free teachers to have more impact on students in the classroom.

AS A (BOARD MEMBER), WHAT DID:

3 WOULD YOU LIKE THE POLICY COMMITTEE AND BOARD TO BE AWARE OF YOUR PRIORITIES REGARDING THE DRAFT POLICY?



Values driven, student centered, community created, and legally sound.



Embrace the potential of AI



Address the potential pitfalls



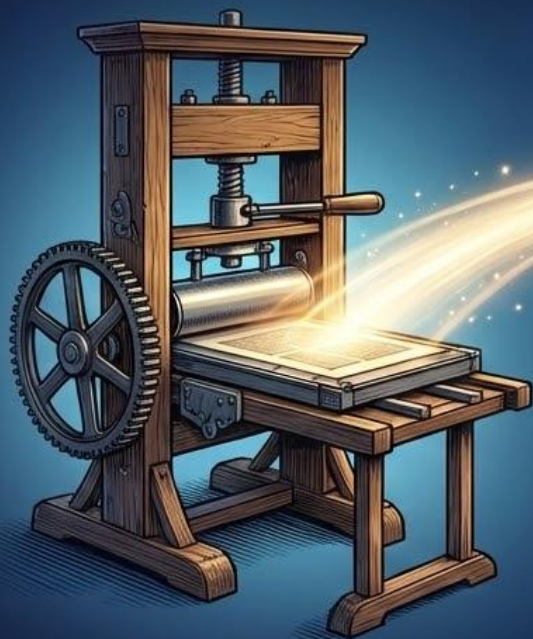
I wanted us to start to think about how AI can change the paradigm of education as it is today



Enable us to leverage the benefits of AI to help each student reach their full potential. . Individualized learning, differentiation, engagement, rigor. Meeting students where they are.



A priority is that this policy evolves, and continues to reflect our community's values, and addresses the needs of our staff, students and community.



The Future of Education: From the Press to the Cosmos.

Guided by Innovation, Reaching for Infinite Potential.

Mission Control is ready for take off

launch your students into this space using the access code or URL below.



8 2 5 W - 3 T M 9

6:238 Use of Generative Artificial Intelligence

1) Purpose and Scope

The District supports the **safe, ethical, equitable, transparent, and effective** use of artificial intelligence (“AI”), including generative and agentic systems, to enhance teaching, learning, and District operations while maintaining **human responsibility and oversight** (“human inquiry → AI support → human reflection and decision”).

The Board of Education recognizes the transformative potential of Artificial Intelligence (AI) to support and enhance student learning, increase educator effectiveness, and improve the efficiency of District operations. The District is committed to the responsible, ethical, transparent, and equitable integration of AI. The District’s electronic network remains part of the curriculum, not a public forum, and all use of AI must align with existing acceptable-use requirements.

This policy applies to the use of AI Tools on District devices, accounts, and networks, all student use of AI Tools related to schoolwork and school activities, and all employee use of AI Tools related to District work or business.

This policy establishes the framework for developing, implementing, and overseeing the use of AI to ensure it aligns with the District's educational philosophy, complies with all applicable laws, protects student and staff data, and prepares students for a future in which AI is prevalent. AI, Generative AI, Agentic AI, and similar tools are changing rapidly, and this policy will need periodic review to remain current and relevant.

This policy supplements other existing Board policies, including, but not limited to, those governing electronic networks, student data privacy and security, student behavior, and employee conduct.

2) Definitions

- **Artificial Intelligence (AI):** Machine-based systems that generate outputs (e.g., predictions, recommendations, content, or decisions) from inputs and may influence physical or virtual environments.
- **Generative AI:** AI systems that produce content (e.g., text, images, audio/video, code) in response to prompts.
- **Agentic AI:** AI systems that can plan, sequence, or execute tasks toward a goal with limited ongoing user input (including use of tools, actions, or integrations).

- **AI Tool:** Any software, application, website, or other technology tool that is enabled by or uses AI.
- **District-Approved AI Tool:** Any AI Tool vetted and authorized by the District through administrative procedures aligned to Board policy and applicable law (including required data privacy agreements).
- **Personally Identifiable Information (PII):** Information that can identify a student or staff member directly or indirectly, including information protected by law or Board policy.

3) Guiding Principles

A. Human-Centered Use

AI may support learning and work, but it does not replace professional judgment, critical thinking, or student intellectual effort. District staff remain responsible for instructional decisions, supervision, and assessment practices.

B. Educational Purpose and Acceptable Use

AI use must support legitimate educational and operational purposes and comply with District acceptable use requirements and supervision/monitoring practices.

C. Safety, Privacy, and Equity

The District will implement reasonable safeguards (e.g., vetting, filtering, supervision, training, and contractual privacy protections) and strive for equitable access to AI-enabled learning opportunities.

D. Innovation with Guardrails

The District will continually evaluate emerging AI capabilities to improve teaching, learning, and operations while managing risk through governance and oversight.

E. AI Literacy for Students and Staff

The District will provide developmentally appropriate instruction and training emphasizing accuracy, bias awareness, privacy, and responsible use, while prioritizing critical thinking and reasoning.

4) Legal Compliance

Use of AI must comply with applicable federal and state laws and regulations, including, but not limited to student privacy, children’s online protections, internet safety requirements, and laws governing students with disabilities. The Superintendent or designee shall ensure District AI procedures remain aligned with evolving legal requirements and statewide guidance as it becomes available.

5) Governance & Planning

A. Superintendent Authority and Implementation

The Superintendent or designee shall develop and maintain **Administrative Procedures** (“AI Responsible Use Guidelines”) that operationalize this policy, including:

- vetting and approval of AI Tools,
- student and staff expectations for disclosure and integrity, and
- communications to families and the community.

B. Advisory Committee

The Superintendent may convene an administrative cross-functional advisory committee (e.g., Educational Technology Committee) that may include, in the Superintendent’s discretion, administrators, educators, students, families, and subject-matter experts to provide feedback on implementation of AI Tools and associated risk management, equity, and training needs.

C. Annual Reporting and Review

The Superintendent shall report to the Board **at least annually** on implementation status, trends, risks, and recommended updates to this policy and related procedures.

6) Acceptable and Prohibited Uses

A. Permitted Uses

When using District-approved tools and consistent with procedures, AI Tools may be used to support and enhance teaching, learning, and District operations while maintaining human responsibility and oversight.

B. Prohibited / High-Risk Uses

The use of AI to create, solicit, share, or distribute harassing, discriminatory, sexually explicit, threatening, or deceptive content, including use of deepfakes or impersonation, is strictly prohibited.

The following actions and practices are prohibited, except as may be explicitly authorized in writing by the Superintendent or designee in isolated situations when necessary or prudent and in compliance with applicable law and Board Policy:

1. AI-only decisions that materially affect a student’s rights, safety, placement, discipline, evaluation, or access to services.
2. Use of non-approved AI Tools for District work or student activities.
3. Bypass of District security controls, filtering, supervision, or monitoring.

7) Privacy, Security, and Data Handling

A. Data Minimization and Protection

Students and staff shall not enter PII or confidential information into AI Tools unless the tool is District-approved for that purpose and such use is authorized and supervised pursuant to administrative procedures.

B. Education Records

AI outputs that become part of a student’s education record shall be handled consistent with applicable privacy requirements and District record practices.

C. Monitoring

Use of District electronic networks, including all District technology resources, is subject to monitoring consistent with District policy and law.

8) Student Use

Students may use District-approved AI Tools in support of their learning, consistent with teacher direction and attribution of usage.

9) Staff Use

Staff may use District-approved AI Tools to support instruction and operations while:

- exercising professional judgment,
- verifying accuracy and appropriateness,
- protecting PII and other confidential information, and
- complying with policy, procedures, and ethical expectations.

10) AI Tool Vendor Management

Before deployment on District devices, accounts, or networks and before any use by students for school purposes or by District staff for District work or business, AI Tools must undergo District review as defined in administrative procedures, including privacy/security evaluation, required agreements, and ongoing monitoring. The District will maintain and publish (as appropriate) an up-to-date list of District-approved AI Tools.

11) Accessibility & Accommodations

AI use shall support accessibility and comply with legal requirements for students and staff with disabilities. Any required supports will be provided in a manner consistent with IDEA/Section 504/ADA, as applicable.

12) Monitoring, Accountability, and Enforcement

Violations of this policy or related administrative procedures may result in consequences consistent with Board policy, student behavior expectations and procedures, employee conduct expectations, and applicable law.

13) Review Cycle

This policy shall be reviewed periodically and at least annually in conjunction with the Superintendent's reporting and updates to administrative procedures.

LEGAL REF.

15 U.S.C. §§6501-6506, Children's Online Privacy Protection Act

Draft 1-15-26

20 U.S.C. § 1232g, Family Educational Rights and Privacy Act
20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act
47 U.S.C. §254(l), Children’s Internet Protection Act
105 ILCS 85/, Student Online Personal Protection Act

CROSS REF.

[5:100 \(Staff Development Program\)](#); [5:120 \(Employee Ethics; Code of Professional Conduct; and Conflict of Interest\)](#); [6:235 \(Access to Electronic Networks\)](#); [7:190 \(Student Behavior\)](#); [7:345 \(Use of Educational Technologies; Student Data Privacy and Security\)](#); [7:190 \(Student Behavior\)](#)

ADOPTED: _____

6:238-AP1 Administrative Procedure – AI Responsible Use Guidelines

Use of AI Tools by District employees and students shall be consistent with Policy 6:238 Use of Generative Artificial Intelligence, these Responsible Use Guidelines, and all other policies, procedures, guidelines, and handbooks of the District.

Actor	Action
<p>Superintendent or Designee</p>	<ul style="list-style-type: none"> ● Oversees: <ol style="list-style-type: none"> (1) developing, implementing, monitoring, and updating these District AI Responsible Use Guidelines for the ethical, equitable, and sustainable use of AI to enhance student learning, support educators, and/or contribute to District operations; and (2) responding to issues that arise as students and educators use AI for learning. ● Consults with the Board Attorney regarding the Guidelines, and/or contracts for AI-enabled tools, including whether parent consent should be obtained before students use certain AI-enabled tools. ● Notifies and educates staff, students, and parents/guardians about the District's Policy and AI Responsible Use Guidelines. ● Ensures that key content of the AI Responsible Use Guidelines and any updates made to them is communicated to staff, students, and parents/guardians. ● Annually reports to the Board on the implementation of these AI Responsible Use Guidelines, and any updates made to them. ● Ensures that any specific AI-enabled tools considered for use in the District are vetted and approved through the approval process outlined in these AI Responsible Use Guidelines which is aligned with Administrative Procedure

Actor	Action
	<p>7:345-AP Use of Educational Technologies; Student Data Privacy and Security.</p> <ul style="list-style-type: none"> ● Provides professional development opportunities/resources, as appropriate, to staff members who may utilize AI in their work. ● In relation to the overall implementation of Policy 6:238, creates conditions to support the ability to: <ol style="list-style-type: none"> (1) Govern – assess opportunities that align with the Use of Artificial Intelligence (AI)-Enabled Tools subhead in Board Policy 6:235, <i>Access to Electronic Networks</i>. (2) Map – (1) recognize how opportunities are specific to different members of the District's learning community, (2) identify and document how AI-enabled tools might help to promote equity so that all students have the opportunity to learn, and (3) anticipate existing and potential risks posed by each type of use of AI, and (4) oversee implementation of student AI use as developmentally appropriate and implemented through the Teaching and Learning Department's curriculum implementation process. (3) Measure – (1) establish relationships with vendors that are able to measure the strength of an opportunity and quality of risk mitigation, advocating for more transparency and accountability from vendors, (2) gather and use evidence to measure the efficacy and risk mitigation of an AI-enabled system. (4) Manage – (1) strengthen capacity to manage implementation of new uses of technology so all members of the District's learning community can benefit, (2) increase professional learning opportunities for educators, including but not limited to, use of, and mitigation of risk of AI-enabled tools

Actor	Action
Educational Technology Committee	<ul style="list-style-type: none"> ● May be convened at the discretion of the Superintendent to provide input on implementation of AI in the District, including to: <ol style="list-style-type: none"> (1) Identify specific goals regarding AI. (2) Identify current and potential uses of AI for student learning in the District. (3) Gather evidence on the uses both from published research and from experience in the District. (4) Collect information on topics related to the risks of these uses of AI, including data privacy, algorithmic bias, incorrect or misleading results (also referred to as <i>hallucinations</i>), content moderation that impacts learning, and equity risks. (5) Recommend professional development opportunities for educators and staff regarding the use of AI to support student learning. (6) Create a communication plan to keep the community informed about the Committee’s work. (7) Emphasize two-way communication with our strategic planners in deciding on how to inform the public of our AI use and adoption. ● The Superintendent may establish separate subcommittees within the Committee as needed to meet goals and fulfill deliverables. ● To assist with the updates to these AI Responsible Use Guidelines, identify and document the opportunities and risks/challenges of the use of AI in the District. ● The Committee also may make recommendations to the Superintendent in updates to these AI Responsible Use Guidelines for the ethical, equitable, and sustainable use of

Actor	Action
	<p>AI to enhance student learning, support educators, and/or contribute to District operations.</p>
<p>Staff Members</p>	<p><u>General</u> Philosophically, the District and its staff will support the use of AI when it clearly advances learning, protects people, and reasonably justifies its environmental footprint. To this end, staff members will:</p> <ol style="list-style-type: none"> (1) Participate in professional development related to AI, as applicable. Professional development will include multiple formats, human-to-human, in-person, small group/large group, as well as asynchronous and virtual sessions. (2) Understand and abide by Board Policy 6:235, <i>Access to Electronic Networks</i>, 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i>, Board Policy 6:238 <i>Use of Generative Artificial Intelligence</i>, and these 6:238-AP1 <i>AI Responsible Use Guidelines</i>. (3) Follow District 112 AI Tool Review and Approval Process and use only AI Tools that are approved pursuant to that process. <i>Students and staff shall not enter PII or confidential information into AI Tools unless the tool is District-approved for that specific purpose and such use is authorized. Student entry of PII into AI shall be supervised by staff.</i> (4) Monitor AI Tools during use and notify the Superintendent or designee if an irregularity in the output of the tool is observed, such as bias, hallucination, or inaccuracy. <p><u>Contracting</u> When contracting for third-party services in which the third party will provide services to students or work product to the District, staff should inquire as to whether AI Tools will be used outside the District network in the provision of such services or work product and the nature and purpose of the use of such tools. If inquiry reveals that the third</p>

Actor	Action
	<p>party will use AI Tools in the provision of services to students or work product to the District, the staff member responsible for the contracting will consult with the Superintendent or designee.</p> <p><u>Teachers</u> Use of AI Tools by teachers in support of their teaching is optional and subject to their professional judgment. Teachers who choose to use AI Tools in support of their teaching will provide education and training to students with respect to the AI Tools implemented with students and the usage and conduct expectations related thereto. Teachers will include explicit AI parameters on syllabi/assignments. A Model AI Use Statement for Assignments is attached to these Guidelines as Appendix A. Teachers may require students to disclose AI assistance (tools used and how they were used) when AI is permitted. Student entry of PII into AI shall be supervised by staff.</p> <p>Note: At the time of the writing of these Guidelines, the District does not endorse use of AI-detection tools, and no AI-detection tools are on the District approved technology list. If the District should approve use of AI-detection tools in the future, such tools shall not be used as the sole basis for academic or disciplinary decisions.</p>
Students	<ul style="list-style-type: none"> ● Student AI use will be developmentally appropriate and implemented pursuant to the Teaching and Learning Department’s curriculum implementation process. Students with disabilities may have unique needs and may require support beyond what the guidelines provide, and their needs will be considered consistent with the <i>Individuals with Disabilities Education Act</i> and other applicable law. ● Students will understand and abide by Board Policy 6:235, <i>Access to Electronic Networks</i>, administrative procedure 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i>, Board Policy 6:238 <i>Use of Generative Artificial Intelligence</i>, and these 6:238-AP1 <i>AI Responsible Use Guidelines</i>, as access to the District network and

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	<p>technology is granted on an age appropriate basis.</p> <ul style="list-style-type: none"><li data-bbox="565 317 1354 436">● Alleged misuse of AI Tools by students will be addressed in accordance with District student behavior policy and procedures

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6:238-AP1, E1 Exhibit - Model AI Use Statement for Assignments

AI Use for this assignment: (select one)

No AI allowed — Submit only your original work.

Limited AI — You may use AI for brainstorming/outlining. Do not submit AI-generated text as your own. Disclose tools used and how.

AI Allowed with Citation — You may generate drafts or code using AI, but you must revise, fact-check, and **cite** the tool(s) and prompts used. AI output is your responsibility.

Collaborative AI — You may iterate with AI extensively. Submit your process log and final reflection.

Unlimited AI - You may use AI extensively.

6:238-AP2 Administrative Procedure - AI Tool Review and Approval Procedure

The District AI Tool Review and Approval Procedure shall be an enhanced version of the review procedure followed for approval of all technology, software, applications, accounts, and websites to be used on or through the District electronic networks as defined in Policy 6:235.

Who is involved?

- Requester (teacher/staff): initiates the request in LearnPlatform
- Teaching & Learning: confirms instructional purpose/fit and implementation readiness
- Technology Services / Data Privacy Officer: reviews privacy, security, and technical requirements (SSO, rostering/data flow, access controls, etc.)
- Business Services / Legal (as needed): confirms contract terms and required agreements

What is the process?

1. Staff member submits a tool request in LearnPlatform
2. Instructional review (purpose, grade levels, intended use, alignment with District 112 Teaching and Learning Department instructional guidance).
3. Privacy, security, and compliance review verifies:
 - a. what data the tool collects/uses (including whether it involves student/staff PII or other student data, biometric data, or other data treated as confidential by the District),
 - b. vendor's terms and practices meet applicable student data privacy requirements (including SOPPA and aligned expectations under FERPA/COPPA, as applicable),
 - c. required SOPPA written agreements (e.g., District/NDPA-style agreement where applicable) are in place when applicable,
 - d. required contractual protections are included to protect student/staff PII and other confidential information: data minimization, retention/deletion, breach notification, and a prohibition on secondary use/sale of student data, and
 - e. appropriate data security practices are utilized by vendor.
4. Testing of the AI tool or review of vendor or third-party testing results for bias, hallucinations, and accuracy.
5. Decision: approved, approved with conditions (pilot/limited use), or not approved

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6. If approved, the tool is added to the District's approved list and monitored over time (renewals/changes trigger re-review)

When can a District staff member use a specific AI Tool?

A District staff member can use an AI tool 1) on the District network (including District devices, technology, and accounts), or 2) outside of the District network for District business, curricular, or instructional purposes, only when the tool is District-approved (on the approved list) and used within the approved conditions.

If a staff member wants to use an AI tool on the District network (or outside the District network but for District business, curricular, or instructional purposes) and that AI tool is not on the District approved list or is not approved for the desired use, the staff member should submit an approval request through LearnPlatform and wait for the review outcome.