Artificial Intelligence (AI) Guidance for Local Education Agencies (LEAs)

August 2025

Table of Contents:

RIDE's Mission

To lead and support districts, schools, and communities through a unified, strategic direction for education in the state.

To use policy, advocacy, and governance structures to create an environment that advances opportunities for all students.

To maintain collaboration and efficiency in the department that enables innovation, agility, and continuous learning.

The goal of RIDE's AI Guidance is to provide information and current perspectives and practices regarding using Artificial Intelligence in Rhode Island schools and to provide a structure for ongoing conversations. The distribution of this guidance doesn't constitute formal recommendations or regulations.

1. Letter from Rhode Island Education Commissioner Angélica Infante-Green

Dear Colleague,

As educators, we have the responsibility to ensure all students are equipped with what they need to thrive during their educational journey, preparing them to succeed as they continue their education or begin their career.

Every day, each of us encounters and benefits from Artificial Intelligence (AI), whether we're aware of it or not. AI is currently used in healthcare, retail, transportation, finance, and agriculture, as well as in creative industries including music and visual arts.

AI is not the future for our school communities, it's the present. Students, teachers, and schools are experimenting with these new resources independently.

This AI guidance was created with input from students, educators, administrators, and parents from across Rhode Island. It is a living document which is meant to provide a shared framework of the challenges and opportunities presented by AI, as we understand them today.

We know that our educators and support staff are irreplaceable. The relationship between our educators and students is core to our students' success. RIDE's vision for AI in education is to leverage this powerful tool to empower teachers, enhancing their capabilities and amplifying their impact.

The integration of AI in education holds immense potential to revolutionize and enhance the learning experience of all students, no matter their background or zip code. With careful planning, support, and oversight, AI can be an effective tool used to enhance student engagement with curriculum, expand teacher capacity to facilitate learning and personalized support, and reimagine the instructional environment to improve outcomes across the state.

Parents, educators, and other stakeholders must understand the potential and pitfalls, as students use AI to support their learning at school and at home. I hope that this guidance is helpful in our collective learning journey.

In partnership,

Commissioner Angélica Infante-Green

2. Executive Summary

Our goal at the Rhode Island Department of Elementary and Secondary Education (RIDE) is to help students, educators, and parents safely and responsibly use artificial intelligence (AI) as a tool to inspire higher and more equitable levels of achievement in our classrooms and be prepared for the future workforce. We want our education systems to leverage these emerging technologies in their classrooms to help students reach their full potential.

With the advent of large language models, such as Chat-GPT, Claude, and Gemini, educators are increasingly identifying opportunities for innovation. RIDE believes AI use in Rhode Island schools should:

- Improve student learning and growth;
- Ensure student data privacy;
- Support learning and planning for the use of AI in schools as well as practical guidance on AI tools and their usage;
- Be used safely, intentionally, effectively, and efficiently, and;
- Be equitable and accessible to all.

This document aims to provide guidance and resources for schools and districts to support the development and implementation of strategies and policies for AI. Through a review process, RIDE also offers initial vetting support to local education agencies (LEAs) and the state's education stakeholders (educators, caregivers, education supporters, etc.) on the selection and use of AI-supported tools for learning.

If used correctly and ethically, AI will save teachers and students time, enhance learning, increase equity, and improve student outcomes. More importantly, because AI is transforming the skills required for career and college readiness, teaching and learning must be reimagined to effectively prepare students for postsecondary and career success.

Safe, ethical, equitable, and developmentally appropriate use of AI, is required to mitigate the risks of this highly capable, emerging, and not yet fully understood technology.

This guidance focuses on the following priorities as identified by RIDE stakeholder groups:

- Examples of effective use of AI;
- Academic integrity guidelines;
- Procurement assistance to ensure AI tools are safe and effective.

With this guidance, each section is categorized into potential, pitfalls, pathways (checklist of actionable guidance), and information for supporting resources.

RIDE understands that AI technologies are evolving rapidly, and that its perspective, guidance, policies, and support, are critical for LEAs' responsible use of these tools, and will need to be regularly updated to keep pace with technological changes and students' and educators' needs. As such, this guidance lays a foundation for RIDE's efforts to ensure that AI is thoughtfully integrated into Rhode Island's existing education infrastructure for years to come.

3. Introduction and Approach

RIDE is charged with setting a high bar for educational excellence for all Rhode Islanders and is committed to ensuring equity in education and creating conditions for all Rhode Island students to think critically and collaboratively and act as creative, self-motivated, culturally and globally competent and responsive learners.

The mission of RIDE is threefold:

1. To lead and support districts, schools, and communities through a unified, strategic direction for education in the state.
2. To use policy, advocacy, and governance structures to create an environment that advances opportunities for all students.
3. To maintain collaboration and efficiency in the department that enables innovation, agility, and continuous learning.

While creating this guidance, RIDE solicited input from educators, administrators, parents, students, researchers, and community organizations to understand the perceptions, possible practices, and potential pitfalls and opportunities when using AI. With this information, RIDE hopes to support student learning and empower district personnel and parents and families in a safe and effective manner when interacting with AI.

Outreach efforts included:

- Surveyed Rhode Island educators and administrators, students, and parents and families on their thoughts and experiences regarding safe and effective use of AI. 1,252 respondents were engaged.
- Conducted nine (9) RIDE leadership interviews.
- Held nine (9) stakeholder focus groups.
- Reviewed national and state education agency guidance.

- Held five (5) “Lunch and Learn” events with national experts to build capacity and understanding within RIDE.
- Held three (3) Town Halls to seek stakeholder feedback on the AI guidance.
- Offered ready-to-launch support for LEAs.

RIDE has incorporated stakeholder feedback into the AI guidance to best support LEA needs and efforts. RIDE will establish an AI Advisory Group that will continue to seek stakeholder input and provide ongoing assistance and guidance as AI evolves.

RIDE will provide professional learning and implementation support starting in 2025. There is an expectation that LEAs will communicate acceptable AI use to staff, teachers, students, families, and community members during the 2025 calendar year.

4. AI Vision and RIDE Strategic Plan

The integration of AI in education holds immense potential to revolutionize the learning experience of all students. At the heart of this transformation lies an unwavering belief in the irreplaceable value of teacher expertise and leveraging the student-teacher relationship.

RIDE’s vision for AI in education is to empower teachers, enhancing their capabilities and amplifying their impact. Given recent advances in AI and robotics, virtually every student and participant in our economy will be impacted by these shifts.

Without dedicated focus and leadership, AI will exacerbate current unequal outcomes in education, empowering the highest achieving students with tools that exponentially increase their efficiency, leaving behind others.

Historically underserved student populations and those with the lowest levels of resources are the most at risk. AI use is an opportunity to support these students and even the playing field if they are provided with access and high-quality resources.

AI provides opportunities to enhance student engagement with curriculum, expand teacher capacity to facilitate learning and personalized support, and reimagine the instructional environment.

RIDE's AI guidance aligns with and supports implementation of RIDE's Strategic Plan, *Together Through Opportunity: Pathways to Student Success, Rhode Island's Strategic Plan for PK-12 Education, 2021-2027*. RIDE guidance reflects the five priorities of the strategic plan as shown in the table below.

RIDE Strategic Plan Priorities and Related Guidance Items

1. Equity	RIDE guidance centers equity with how AI can be a tool used in the classroom to close the equity gaps for students who have been historically underserved.
2. Excellence in Learning	RIDE's use of AI aligns with the commitment to maintain 21st century learning environments with a blend of physical and digital tools that allow students to develop skills and relationships that will prepare them for success after high school.
3. Engaged Communities	RIDE has conducted extensive outreach with educational stakeholders through surveys, interviews, focus groups, town halls, and co-creation of guidance documents with the goal of making decisions in partnership with the agency. RIDE will continue to engage with stakeholders and experts to advance this work.
4. World Class Talent	RIDE's focus on AI education across the state is directly related to the growing use and need for AI literacy in our state's workforce. Also, RIDE will promote and provide high-quality professional learning in AI for administrators and educators, situating professional learning at the center of improvement to continuously develop skills and knowledge relevant to the students they teach.
5. Governance Structures	RIDE is making informed decisions about the use of AI to support students by engaging and providing LEAs with the guidance and resources needed to use AI safely, effectively, and equitably. In addition, the RIDE Commissioner serves on the State of Rhode Island's AI Task Force.

LEA Strategic Vision

As school and district leaders integrate AI into their operations, consider using the LEA Getting Started Checklist and Conversation Starters found in the Appendix.

In addition, we reference the Teach AI Toolkit within this guidance, providing links to the appropriate section. The Teach AI Toolkit is designed to help education authorities, school leaders, and teachers create thoughtful guidance to help their communities realize the potential benefits of incorporating AI in primary and secondary education while understanding and mitigating the potential risks. This Toolkit serves as an initial step in guiding the safe, effective, and responsible use of AI in education. The landscape of AI in education is evolving rapidly, and as new technologies mature, use cases emerge, and the understanding of AI's impact deepens, guidance will need to adapt (p.4).

Teach AI Toolkit, Guidance on the Use of AI in Our Schools

1. Purpose
2. Scope

5. Instructional Guidance

AI presents a transformative opportunity for education, offering the potential to enhance learning outcomes, support diverse student needs, and streamline instructional and administrative tasks. RIDE recognizes that AI tools, such as personalized instruction and tutoring apps, are currently being used in schools across the state, led by student use. While no formal statewide training has been done for students or teachers on how to use, or where to access AI tools that have been used on a large scale at this point, students, teachers, and schools are experimenting with these new resources independently.

As shown in the table below, 20% of students are using AI for schoolwork, while only 6% of educators and administrators are using AI in their work.

Student AI Usage

Students are most likely to regularly use AI tools for both (school) work and their personal life, followed by parents, and then teachers.

I often use AI tools (e.g. ChatGPT, Alexa)….

	Students*	Parents*	Educators/Admin
in my personal life	24%	16%	9%
in my professional life/at school	20%	Not Asked	6%

Source: RIDE AI Guidance Stakeholder Surveys, 2024
*Students responding a 4 or 5 on a Likert Agree scale where 5 is strongly agree; Parents and Educators/Admin answer choices were never, sometimes, and often

Students are using tools such as Grammarly, ChatGPT, and PhotoMath to provide assistance in areas such as writing, research, and step-by-step problem solving in math.

Student Voice on How AI Impacts Learning

With 1 in 3 students saying AI helps them learn more when completing an assignment, the 32% students not using AI may be at a disadvantage.

How did using AI to complete assignments affect your learning?

Learned More	Learned About The Same	Learned Less
36%	27%	5%

32%
Have not used AI complete assignments

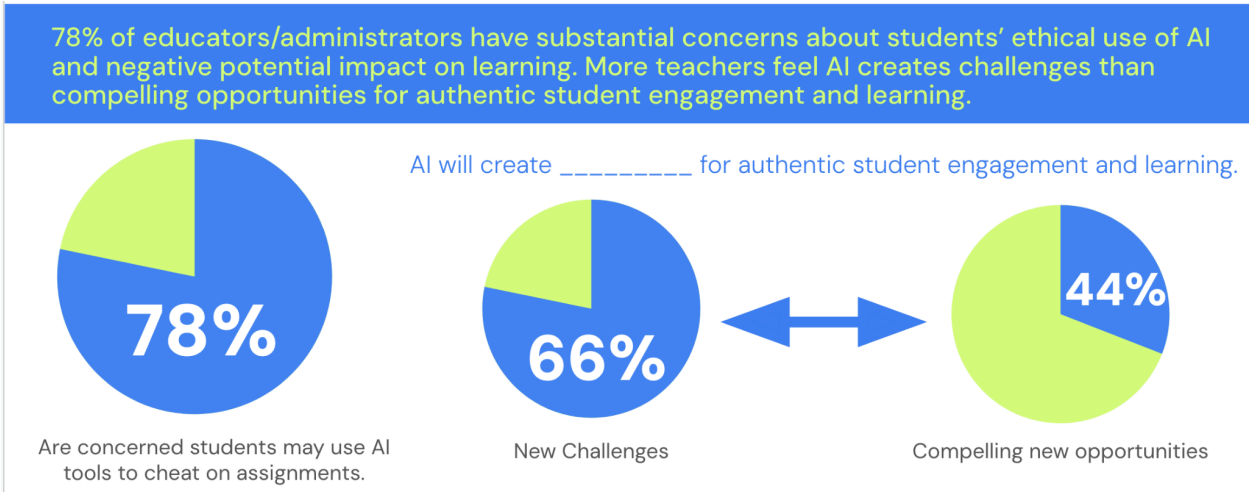
36% of students surveyed say AI helps them learn more when completing an assignment, which if accurate, gives them an advantage over the 32% of students who do not yet know how to use AI to learn more, or the 32% who are not using AI at all.

As part of our engagement with educators, RIDE asked: "We're trying to use AI to make school better. In your words, what does 'better' mean to you?"[1]

*"'Better' means giving each kid an **equal opportunity to succeed**… teachers have to become aware of signs of AI usage… there is nothing more frustrating than when I know a kid used AI to write a paper and received an equal or better grade than me."* - Rhode Island Student

Students are leading the way in their early adoption of AI. While students articulate many compelling use cases for AI, educators are not yet convinced of AI's benefits with 78% of educators and administrators having substantial concerns about students' ethical use of AI. Only 44% believe AI presents compelling new opportunities.

[1] RIDE AI Guidance Educator Stakeholder Survey Question.



This data indicates a need for each LEA to develop policies and professional learning opportunities on safe and effective use of AI and also - for equity purposes - equal access to core AI productivity tools for all students and teachers. Therefore, LEAs must provide clear policies on use of AI and academic integrity to ensure equitable use of AI for contributing to assignments to ensure more consistent and equitable grading.

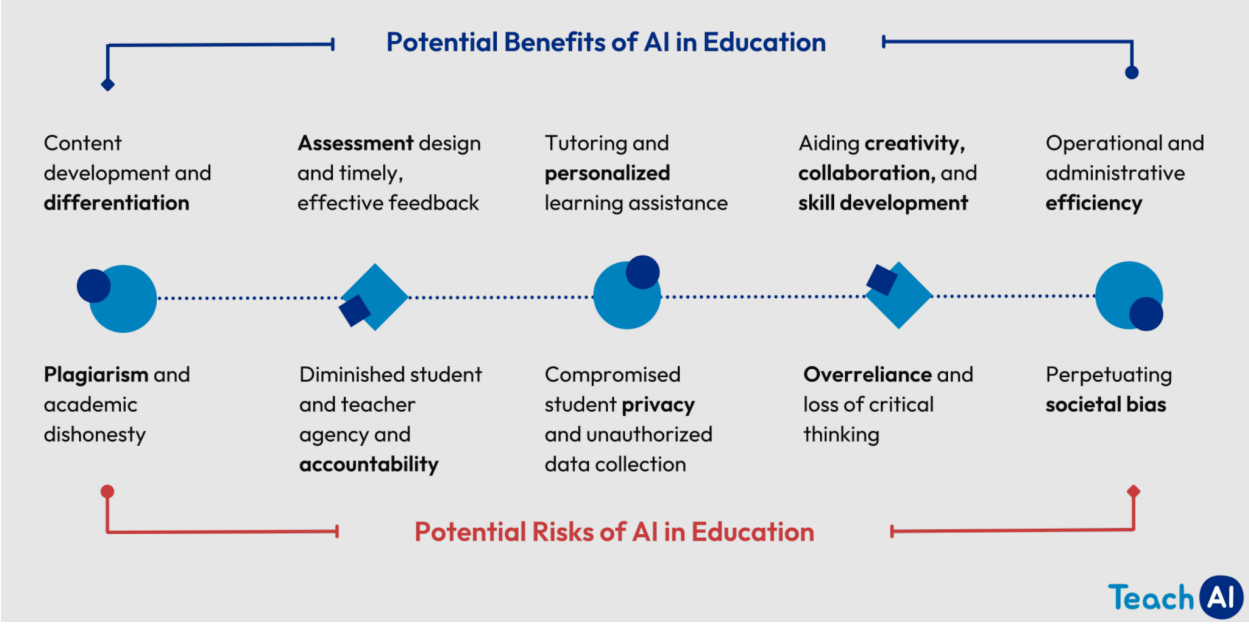
"What does 'better' mean to you?"[2]

"'Better' would mean to get students to think more authentically… AI could lessen the workload for teachers and assist with ideas we may not come up with on our own."

"I've used [AI] to help write letters of recommendation. You type in your thoughts about the student and it creates a model. You read and edit what is provided to your liking." - Rhode Island High School Math Teacher

To fully realize the benefits of AI while mitigating potential risks, it is crucial for LEAs to implement thoughtful, strategic approaches to AI integration in schools.

[2] RIDE AI Guidance Educator Stakeholder Survey Question.



Potential:

AI offers significant potential to enhance education for teachers, administrators, and students with:

- **Improved achievement** for all learners through personalized, interactive, self-directed, and adaptive learning supports and experiences.
- **Equitable access** to individualized learning support.
- **Enhanced support for diverse learners**, including multilingual learners (MLLs), and differently-abled students (DAS) through differentiation and customized learning and accommodations. AI can be useful for designing specially designed instruction (SDI) that has clear connections to core content for DAS who need modifications.

It is important to continue to personalize Individualized Education Program (IEP) goals to avoid “cookie cutter IEP goals and accommodations” seen through some digital IEP writing programs.

Additionally, AI can be useful for designing language instruction that is differentiated for students' English language proficiency levels and supports their needs in developing listening, speaking, reading, and writing skills. AI can also support lesson design and implementation that utilizes students' home languages as assets and is a vehicle to expand learning concepts.

AI can enhance student engagement through interactive and personalized assignments.

"AI systems can help teachers generate customized active learning experiences to make classes more interesting, from games and activities to assessments and simulations" (Mollick, 2024).

AI can support preparation for future workforce demands by teaching students to use AI Literacy effectively and responsibly. With Rhode Island's new Readiness Based Graduation Requirements in place for the Class of 2028, AI may support language development for all students in diverse world languages.

Role Play Use Case: Challenging Conversations[3]

"Dr. Helen Crompton, Professor of Instructional Technology at Old Dominion University, encourages her education graduate students to use ChatGPT as a stand-in for a particular persona—like a debate partner who will point out weaknesses in their arguments, a recruiter who's interviewing them for a job, or a new boss who might deliver feedback in a specific way. She says exploring information in a conversational setting helps students understand their material with added nuance and new perspective."

Pitfalls:

While AI presents numerous benefits, there are potential risks to consider:

Widespread academic dishonesty can occur with unguided use of AI.

AI supplanting rather than supplementing learning may lead to improper use and likely results in hindering genuine skill development and learning.

Equity concerns arising from uneven access, permission, guidance, and support to use AI tools across LEAs, schools, classes must be addressed.

Developmentally inappropriate use of AI is likely to negatively impact learning outcomes and might possibly have other unintended developmental consequences.

Over-reliance on AI-generated content may lead to a false sense of understanding or inflated grades, and less of a connection between the student and the teacher. If teachers rely on just

[3] https://openai.com/index/teaching-with-ai/

putting information into a program they may miss the connection with the student and their educational needs. At times, it may impact a student's social emotional needs.

Inadvertent sharing of student data or other confidential information when interacting with these tools.

Lack of alignment with grade-level standards should prompt educators to exercise caution when using AI to create lesson plans that might not be based on grade-level standards or high-quality curriculum materials (HQCM).

Pathways:

To maximize benefits and mitigate risks, LEAs should consider the following strategies:

Provide explicit professional learning and instruction on AI literacy, including uses and risks of AI for both teachers and students. LEAs may wish to create their own AI taskforce or working group to support effective use and on-site support. The group should include early adopters as well as those skeptical of use. LEAs should make AI professional development (PD) accessible to their teachers as soon as possible, starting with early adopters of AI in their schools who can highlight effective use and provide on-site support.

The top AI PD topics requested by educators and administrators on the RIDE AI Guidance Stakeholders Surveys are shown below:

Desired PD Topic	%
To check student integrity when using AI	59
To use AI to meet the needs to diverse learners	57
To create more compelling lessons	50
To create more compelling assignments	47
To get the best out of AI (e.g. prompt engineering)	39
To create more compelling assessments	36
To use AI to grade student work	35
How AI works	33
To identify and mitigate potential biases in AI tools	28
To use AI for college and career readiness	26

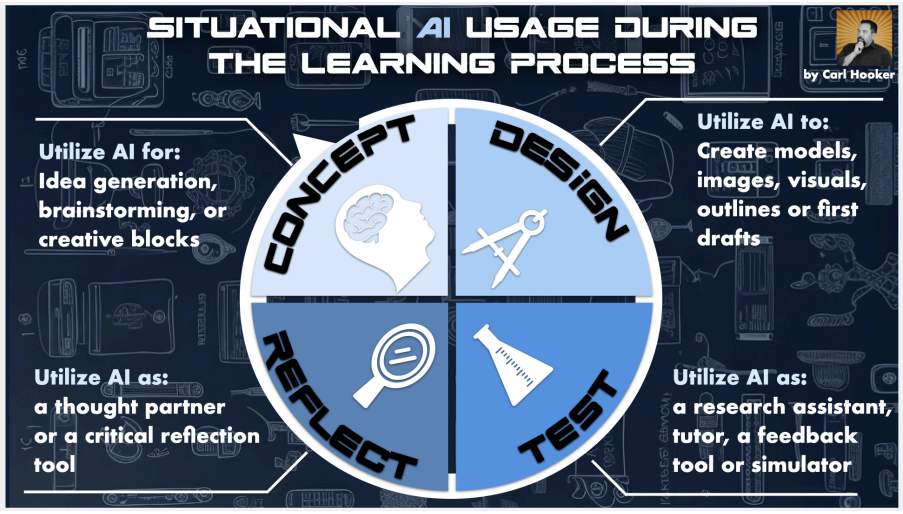
Ensure equitable access to developmentally appropriate AI programs and professional learning. Create and implement developmentally appropriate AI literacy programs or incorporate AI literacy into digital literacy and media literacy instruction and use cases, particularly for students under 13[4], focusing on responsible use and potential consequences (see table below). Implement comprehensive professional learning for educators on effective AI integration. Ensure equal access to AI tools and training for all students.

Develop ethical and appropriate use cases in all grade and subject areas. Provide clear guidance on ethical AI use for all subjects, including specific use cases for each discipline, and require documentation of AI use (e.g., both citation and prompt and description of usage) by both students and teachers to ensure transparency and appropriate application (see sample ethical use policy below).

AI use cases should supplement, not supplant learning. Students and educators have to be the humans in the loop and learn how to use AI as a thought partner. In work products, the students' voice and perspective should be at the forefront.

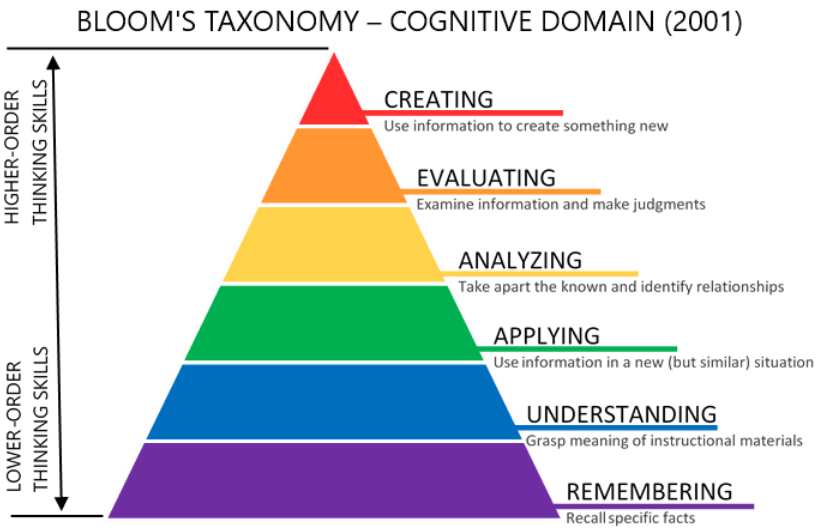
Begin to introduce learning experiences that build expertise in student areas of interest and have higher levels of critical-thinking skills that require evaluation and improvement of AI-assisted work products**.**

Successful workers of the future will require higher levels of knowledge and expertise to evaluate the output of the AI, and ask critical questions to use it most effectively.



[4] In general, AI products require explicit parental consent for use with students under thirteen. Educators should always carefully explore terms of use and their LEA's responsible use policies before considering any AI-based tool.

Bloom's Taxonomy is a framework for classifying educational objectives into a hierarchy of cognitive skills.



AI can emulate all rungs of Bloom's taxonomy, with capabilities rising quickly.

Teachers should be intentional and clear on the lesson objective and appropriate AI use by assignment. Teachers need to clarify to students that assignments have to reflect their own thinking, and how and when they can engage AI. Teachers should be mindful of the learning activity, the evidence that learning is occurring, and what specific skills and knowledge students should be developing to ensure AI is used to support and not detract from learning.

Developmentally Appropriate Use Cases and Caveats

Gr*	Sample Use Cases	Caveats
K-2	● AI only used under direct supervision of a teacher with district-approved AI tools. ● Understand that AI is not a real person. ● Reinforce technology remembers what you write and enter.	● Students believe AI may have a real person inside it. ● Students can't easily distinguish facts from fiction. ● Students are susceptible to suggestions.
3-5	● AI only used under direct supervision of a teacher. ● Test accuracy of AI-generated information. ● Pick limited use-case AI tools, e.g., word definition, spelling, grammar question.	● Avoid overreliance on AI for answering questions that require critical thinking, as this will impede students' development of problem-solving skills. ● AI can generate inappropriate content if tools are not carefully selected.
6-8	● AI only used under direct supervision of a teacher. ● Complement and challenge critical thinking skills, for example students ask a generative AI chatbot to answer a question or write an essay and then critique it—looking for errors in comprehension, structure, grammar, and facts.	● All students receive AI literacy and cyberbullying instruction. ● Age 13 is when children can create a GenAI account with their parent's permission. ● Students still lack impulse control during this stage. ● AI is a powerful tool that makes it easier to create fake information with the potential for significant harm. ● Students must adhere to acceptable use policy.
9-12	● Polishing papers, brainstorming ideas, research, worked examples, self-testing, interactive journaling and simulations. ● Assess AI-generated text and images for biases, stereotypes, and inaccuracies. ● Realize that effective use of AI for school, and college and career readiness requires developing and applying knowledge and expertise to effectively use and evaluate AI output.	● All students receive AI literacy and cyberbullying instruction. ● Students should exercise self-discipline to avoid over-reliance on AI. ● Students must adhere to acceptable use policy. ● Students who are unable to effectively use and evaluate the quality and accuracy of AI output will be severely disadvantaged relative to other students. ● Students should demonstrate knowledge and skills with performance-based and in-person assessments to ensure they can perform without AI assistance.
***The developmental grade bands may not be a 1:1 fit for some students and collaboration with special education, MTSS, and other support teams is beneficial.*		

https://www.edweek.org/technology/what-is-age-appropriate-use-of-ai-4-developmental-stages-to-know-about/2024

Update planning, grading, and assessment policies:

Human in the Loop. Ensure human oversight in AI-assisted lesson delivery of instruction and grading through a mandatory review of all AI-generated content.

Performance-Based Assessments. Incorporate more in-person, oral, or performance-based assessments to verify genuine understanding and skills. Ensure that performance-based assessments accommodate students with different learning needs (e.g., those with impacted motor skills may need word prediction, dictation to a computer, assistive devices).

Continuous Improvement. Regularly assess and monitor the impact of AI use on student performance and adjust strategies accordingly.

Advance academic integrity. Although cheating and academic dishonesty have existed for centuries, AI offers students easier ways to generate and represent AI-generated work products as their own. Students need guidance in citing use of AI and understanding how to use it to enhance their voice and perspective. There also needs to be explicit instruction for Differently-Abled Students (DAS) on AI usage. RIDE encourages LEAs to develop an academic integrity approach that makes sense in their context and culture. LEAs should include grading approaches that do not penalize students for accommodations or modifications that are supported by AI.

Acceptable Use Policy

> *"We need a universal policy for all public schools, especially defining what the meaning of cheating is. Students are redefining that word to lessen their responsibilities; They do not think sharing answers, using AI, and so on, is cheating.*
>
> *So to tell them not to cheat, there is no commonality between what teachers think, and students think."*- Rhode Island High School English Teacher

Following are four examples of guidelines for AI use by students:

1. General Guide on Acceptable Use of AI by the North Carolina Department of Public Instruction (see also in Appendix)

Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc) This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard,etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

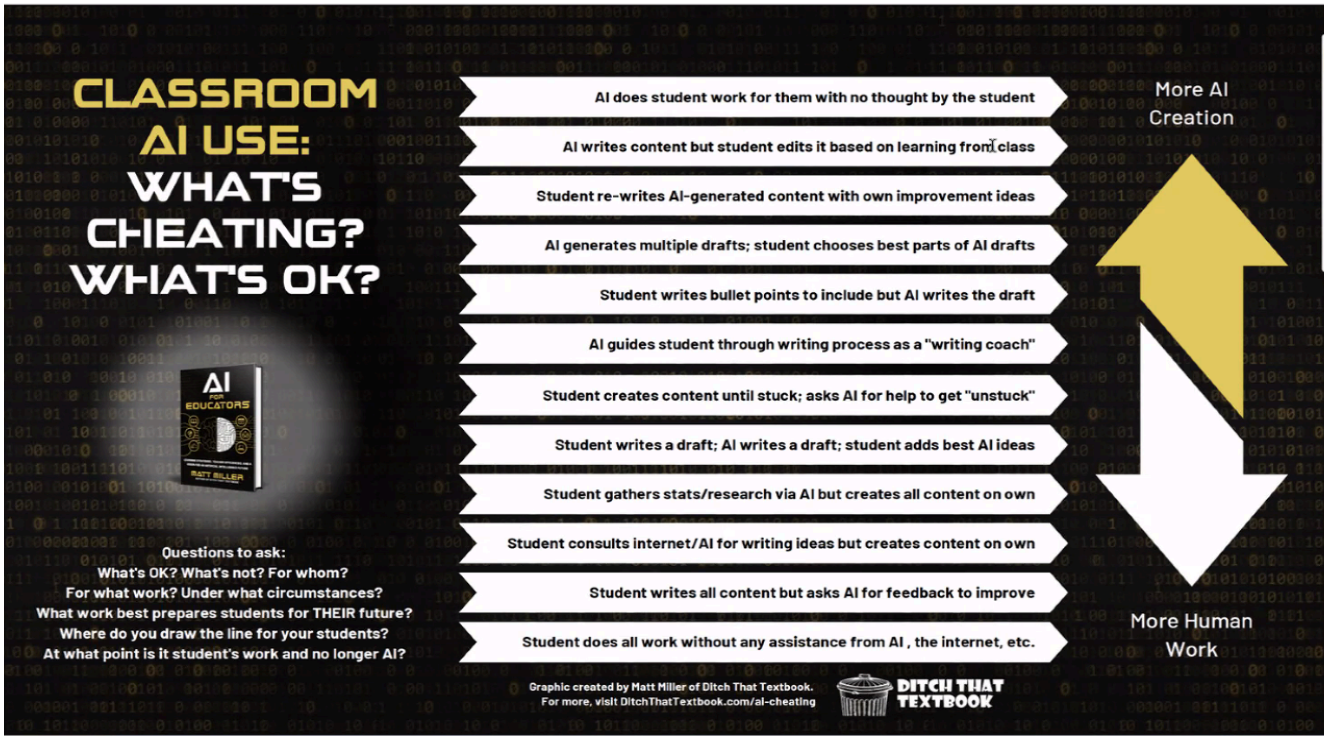
	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI)
from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
Link to Original Work

Source: North Carolina Department of Public Instruction, North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools Publication Date 1/16/24. Direct questions about this document to vera.cubero@dpi.nc.gov or ashley.mcbride@dpi.nc.gov,

https://drive.google.com/file/d/16Przzn0IKKj862tlPhM_GGRLXFxKXXTQ/view

2. Matt Miller, [Ditch That Textbook]



3. [AI Acceptable Use Policy from Greenwich Public Schools, CT, July 2, 2024]

4. The toolkit from [Teach AI] provides extensive resources on developing Acceptable Use policies with stakeholder involvement. The Teach AI toolkit sections that apply to developing an Acceptable Use Policy are below.

Teach AI Toolkit, Guidance on the Use of AI in Our Schools

1. [Guiding Principles for AI Use]
2. [Responsible Use of AI Tools]
3. [Prohibited Use of AI Tools]
4. [Special Consideration: Advancing Academic Integrity]
5. [Special Consideration: Safety, Security, Privacy]

6. Equity and Bias

AI has the potential to significantly impact equity in K-12 education. Based on a RIDE AI Guidance Stakeholder Survey from 2024, there is a large disparity between educators and administrators and parents and families in their belief of AI's ability to impact equity.

While 60% of parents and families believe AI can reduce educational disparities for disadvantaged student populations, only 31% of educators and administrators do.

Less than half of educators and administrators believe all students should have equal access to AI tools.

53% of parents and families are concerned with the potential for AI tools to perpetuate bias, only 39% of educators and administrators are.

Educators and Families Perceive Equity and Bias in AI Differently

% agree + strongly agree*	Educators/ Administrators	Parent/ Families
Believe AI tools have the potential to reduce educational disparities for disadvantaged student populations.	31%	60%
Believe all students should have equal access to AI tools for learning, regardless of learning needs	48%	
Educators concerned about the potential for AI tools to perpetuate or amplify biases against certain student groups vs. % of parents who worry about AI potentially reinforcing biases or stereotypes	39%	53%

Source: RIDE Guidance Stakeholder Surveys, 2024. Participants responding a 4 or 5 on the Likert Agree scale where 5 is strongly agree.

Potential:

When thoughtfully designed and implemented, AI can advance educational equity in several ways:

Personalized Learning: AI-powered adaptive learning tools can provide differentiated instruction and targeted interventions, helping to reduce equity gaps and improve access and achievement.

Language Support: AI-enabled language support tools and translation can increase access and engagement for multilingual learners.

Expanded Access to Resources: Intelligent tutoring systems may provide individualized support to students who lack access to in-person tutoring.

Data-Driven Equity Insights: AI analytics can help identify opportunity gaps and trends in areas like course enrollment, discipline, outcomes, and teacher assignment.

Enhanced Teacher Capacity: By automating certain repeatable tasks (e.g., factual question answering, some grading approaches, and other administrative tasks), AI tools may allow educators to spend more one-on-one time with students who need additional support.

Pitfalls:

If not carefully designed and monitored, AI systems can and are perpetuating - or amplifying - existing biases and inequities. Areas of concern include:

Misuse of AI Tools. Educators need to understand the design of the AI tool and match it to the need. There are many tools that will address an error but will not advance learning. Educators should be careful when using AI to ensure they align with grade level quality standards.

Reduced Human Interaction: Over-reliance on AI systems may decrease valuable human interaction for students who need it most. When using AI translation service software for MLL students and families, include appropriate personnel to ensure accuracy.

Biased or Inaccurate Outputs: AI models trained on historical data may reproduce existing biases, disadvantaging certain student groups and miseducating all students while perpetuating bias. AI tools are programmed to provide an answer whether accurate or not, therefore output must be checked for bias or errors.

Assessment Concerns: There are worries about AI assessment tools potentially misclassifying or inaccurately evaluating students from diverse backgrounds.

Lack of Transparency: The complex nature of some AI algorithms creates issues around transparency and accountability.

Digital Divide: Unequal access to AI tools between schools and districts risks creating new technological gaps and increasing inequities.

Pathways:

By approaching AI implementation thoughtfully and proactively through an equity mindset, Rhode Island educators and administrators can work to harness its benefits while safeguarding against potential issues. This requires ongoing collaboration and capacity-building. To maximize the equity benefits of AI while minimizing risks, Rhode Island educators and administrators should:

Maintain Human Oversight: Use AI as a tool to augment human intelligence, not replace, human judgment in supporting student needs.

Provide Professional Learning: Offer ongoing robust training to build educator capacity around AI bias and equity issues, including critical discernment of AI generated materials.

Engage Stakeholders: Maintain ongoing communication with the community, especially families from historically marginalized groups. Include parents and families in AI policy development and support their understanding of the use of AI in schools, ensuring communications are translated into multiple languages.

Monitor Impact: Carefully track the effects of AI implementation across different student subgroups.

Keep parents informed: Share policies and usage with parents and families.

Key Resources:

Klein, A. (2024, June 20). AI and equity, explained: A guide for K-12 schools. *Education Week*. https://www.edweek.org/technology/ai-and-equity-explained-a-guide-for-k-12-schools/2024/06

Prioritizing Students with Disabilities in AI Policy – Policy Brief from Educating All Learners

Accessibility Enhancement Use Case
AI-Powered Scene Description for Educational Videos

The Described and Captioned Media Program (DCMP), funded by the U.S. Department of Education, has developed an innovative AI Scene Description tool to enhance video accessibility for students with visual impairments. This tool allows users to pause any educational video and generate a detailed description of the current scene in about five seconds, with the option to ask follow-up questions.

By leveraging existing metadata, including accurate captioning transcripts and video summaries, DCMP's "human-in-the-loop" approach significantly improves AI description accuracy.

The tool supplements, rather than replaces, traditional audio description, offering a more comprehensive understanding of visual content. This feature demonstrates how AI can be harnessed to create more inclusive educational experiences, particularly for students with disabilities, by providing on-demand, detailed visual information that traditional audio description might miss due to time constraints.

7. Meeting the Needs of Diverse Learners

"I believe using AI would be helpful for my son, but it also reinforces his avoidance of reading because he has learning differences." - Rhode Island parent

In today's classrooms, educators face the complex challenge of addressing a wide spectrum of learning needs. Students vary in their learning styles, abilities, cultural backgrounds, and English and home language proficiencies. Personalized support can help them thrive. AI emerges as a powerful ally in this endeavor, offering innovative tools to enhance differentiation and accessibility.

Research on the use of AI for DAS and MLLs is ongoing. Emerging research suggests that AI can disproportionately help the lowest performers, but the use of AI is so new that further research is needed (Mollick, 2024, p. 156).

Lesson Differentiation AI Use Case

AI usage for DAS and MLLs should be based on student data to support mastery of content and access to complex language that moves the students toward their IEP or English Language Proficiency (ELP) goals. It may be appropriate to use AI to provide a varied difficulty level if students are performing several grade levels from their peers.

Additionally, AI can provide the bridge between English and the home language and provide additional context when needed as an entry point or background knowledge.

Potential:

AI technologies offer groundbreaking opportunities to support diverse learners:

Safe Practice Environments: AI-powered chatbots and simulations provide low-stakes opportunities for language practice, skills application, and confidence-building.

Adaptive Learning: AI-driven platforms can dynamically adjust content difficulty, pacing, and learning paths based on individual student performance, ensuring each learner is appropriately challenged.

Multilingual Support: Real-time AI language scaffolding and translation tools can bridge language gaps, empowering MLLs to engage more fully with content across subjects. AI language scaffolding also empowers educators to continue pushing the learning trajectory.

Enhanced Accessibility: AI-generated audio descriptions and text-to-speech functionalities can make visual and written content more accessible to students with visual impairments or reading difficulties. Conversely, AI can generate visual support to make complex texts more accessible for multilingual learners.

Cognitive Scaffolding: AI can break down complex concepts into manageable steps, providing additional explanation and examples tailored to a student's level of understanding.

Immediate Feedback Loop: AI writing assistants offer instantaneous, constructive feedback on grammar, style, and structure, fostering continuous improvement in written communication.

"AI gives us the capacity to differentiate very specifically for the kids at their level. I can take a 5th grader, and who cannot read the passage...and I can take that passage...and say, 'Can you give me all the key points?' But at a second grade reading level." - Rhode Island Instructional Coach

Pitfalls:

While AI presents significant opportunities, several critical concerns must be addressed:

Depersonalization of Education: There's a risk that overuse of AI could reduce valuable human interactions and personalized teacher attention, and for language development for students with language-based disabilities as well as for MLLs, which are crucial for social-emotional and academic development.

Data Privacy and Security: The collection and analysis of student data by AI systems raises crucial questions about data protection, consent, and potential misuse.

Quality and Bias Concerns: Ensuring the accuracy, cultural sensitivity, and freedom from bias in AI-generated content requires vigilant oversight and regular auditing.

Digital Equity: Disparities in access to AI technologies could exacerbate existing equity gaps, necessitating strategies to ensure equitable distribution and use.

Overreliance and Skill Atrophy: Excessive dependence on AI tools may hinder the development of critical thinking, problem-solving, and independent learning skills, resulting in the lack of productive struggle.

Pathways:

To harness AI's potential while mitigating risks, consider these strategic approaches:

Cultivate AI Literacy for Diverse Learners: Integrate AI education into the curriculum with a focus on diverse learners to level the playing field so AI can augment capabilities in areas in which students are disadvantaged relative to their peers, empowering students to understand, critically evaluate, and responsibly use AI technologies.

Prioritize Human-AI Collaboration: Emphasize AI as a complement to, not a replacement for, skilled educators. Develop strategies and use cases that leverage AI to enhance, rather than diminish, human-led instruction for diverse learners.

Develop Comprehensive AI Policies for All Learners: Establish clear, ethical guidelines for AI use that prioritize student learning, data privacy, and equitable access.

Invest in Educator Capacity for Diverse Learners: Provide ongoing, high-quality professional learning to equip educators with the skills to effectively integrate AI tools into their pedagogical practices for diverse learners.

Engage Stakeholders Representing Diverse Learners: Foster open dialogues with students, families, and community members about AI's role in education, addressing concerns and gathering diverse perspectives and increasing stakeholder capacity.

Implement Robust Evaluation Frameworks: Regularly assess the impact of AI tools on learning outcomes across diverse student groups, using both quantitative and qualitative measures.

AI stands at the forefront of a new era of supporting teachers in delivering differentiated instruction and creating more accessible learning environments and opportunities.
Its capacity to provide personalized support, break down barriers, and enhance engagement offers unprecedented opportunities to meet the diverse needs of all learners. However, realizing

this potential requires a thoughtful, ethical approach that prioritizes student well-being, equity, and the irreplaceable role of human educators.

As we navigate this AI-augmented educational landscape, it's crucial to maintain a balance between innovation and core values.

By implementing comprehensive policies, investing in educator expertise, and fostering a culture of responsible AI use, schools can create more inclusive, effective learning environments that truly serve every student. The journey of AI integration in education is ongoing, demanding continuous reflection, adaptation, and collaboration among educators, technologists, policymakers, and communities. With careful stewardship, AI can be a powerful catalyst for a more equitable, accessible, and personalized educational experience for all learners.

8. Security and Safety

"RIDE needs to take a step back and think about the issues around the use of safe technology in schools…AI is an immense source of power in the form of knowledge. Some will use it wisely, but many may abuse it." - Rhode Island School Psychologist

Key Resources:

There are many privacy, intellectual property, and developmental concerns implicated by the use of AI. Stakeholders will need intentional professional learning, along with policies and procedures to handle instances where AI tools do not conform to expectations.

The analysis below cites and summarizes the legislative intent of the federal laws primarily governing the preservation of various privacy interests:

Family Educational Rights and Privacy Act (FERPA) - Prohibits disclosure of Personally Identifiable Information (PII) with some exceptions; provides right of review and correction to parents.

Children's Internet Protection Act (CIPA) - Revokes E-Rate funding to districts unless filtering put in place; requires internet safety policy.

Children's Online Privacy Protection Act (COPPA) - Requires explicit parental consent from online vendors with actual knowledge that they serve children under 13 years of age; must provide reasonable data protections; establishes right of parental data review and refusal.

Protection of Pupils' Rights Amendment (PPRA) - Governs the collection of survey data by any federally supported or administered educational program that may be used to discriminate (e.g., income, political views, self-incriminating information).

Health Insurance Portability and Accountability Act (HIPAA) - Protects sensitive health information for covered entities.

Additional Considerations Include:

- Personally Identifiable Information (PII) should never be shared unless required.
- Extensive training should be provided to students and staff on what not to share with any platforms.
- Student and staff PII and intellectual properties should never be endangered. Users should refrain from sharing any work that holds commercial promise and/or novelty with AI platforms, unless absolutely necessary. Students should be encouraged to refrain from using their real names in these platforms unless required.
- Privacy by default - strict prohibition on using data for training models without explicit consent.

Potential:

The most important promise LEAs can keep for their students is to keep them safe from harm. School districts will face difficult challenges with regard to the procurement of AI tools and resources. The most meaningful opportunity for LEAs is protecting student data and privacy by preserving the legislative intent of a number of key federal and state statutes, in a way that achieves more than mere compliance.

Use of AI that protects student safety and privacy: AI can be used safely in compliance with existing legislation that protects student safety and data privacy.

Pitfalls:

There are a number of challenges presented by this technological advancement. First, AI is emerging so quickly, we don't currently know all of the risks and threats, and our understanding will emerge over time. Transparency of how AI models are designed and how they operate is critical, but not yet fully known.

It is not clear if and how companies will ensure that AI-based products will not present any inappropriate information to students. Furthermore, because there is little information about how these technologies work at their core, it is unclear how companies will prevent any bias or undesirable attitudes from being presented to students.

Additional pitfalls include:

AI's Opaque Decision-Making: The Black Box Dilemma: There is little transparency and control over the predictions that AI makes. This "black box" nature of AI systems makes it difficult for users and even developers to understand the reasoning behind AI decisions, potentially leading to unintended biases, errors, or ethical concerns that are challenging to identify and address.

Echo Chambers and Opinion Polarizers. People are increasingly receiving a "self-reinforcing feedback loop" of information determined to be relevant to them; this has the tendency to more deeply entrench established world views.

Bias Perpetuation: If people are biased, then the data they create and ultimately the models AI is using are also biased. This perpetuation of human biases through AI systems can magnify existing biases.

Regulatory Gaps for Tech Companies. The world's new publishers are tech companies, but they are not within the "Fourth Estate's" regulatory framework (e.g., section 230 of the Communications Decency Act). This means that unlike traditional media outlets, these tech giants enjoy broad legal protections against liability for user-generated content, while still wielding significant influence over public discourse and information dissemination.

Behavioral profiling. These tools can easily behaviorally profile people such that individuals can be tracked through their online behavior without ever revealing their identity.

Pathways:

To harness AI's potential while mitigating risks, consider these strategic approaches:

Prioritize Student Privacy: Contracts should include strict data privacy provisions, outlining how student data will be collected, used, stored, and protected. Data sharing agreements should be transparent and compliant with all applicable laws and regulations. Recognize that adding student information on AI platforms will create access to that information to all.

Demand Transparency and Explainability: Require vendors to provide clear explanations of their AI algorithms, including how decisions are made and what data is used. Insist on regular audits and assessments of the tools to ensure ongoing transparency and accountability.

Evaluate Effectiveness and Impact: Contracts should include provisions for evaluating the effectiveness of AI tools in improving student learning and supporting educators. This evaluation should be ongoing and include measures to assess both intended and unintended consequences.

Address Bias and Equity Concerns: Require vendors to demonstrate efforts to minimize bias in their algorithms and ensure equitable access and outcomes for all students. Contracts should include language addressing the need for ongoing monitoring and mitigation of bias.

Ensure Cybersecurity and Data Protection: Contracts should specify strong cybersecurity measures to protect student data and educational systems from unauthorized access, data breaches, and cyberattacks. Regular security audits and updates should be included in the agreement.

Establish Clear Ownership and Control: Define clear ownership and control of data generated by AI tools. Ensure that schools retain ownership and control over their data, even after the contract with the vendor ends.

Include PD and Support: Contracts should include provisions for ongoing professional learning and support for educators to effectively integrate and utilize AI tools in their classrooms.

Ensure Vendor Background Checks and Training: Ensure that contracts require vendors to background check, train, and monitor all employee access to protected data.

Appoint a "Data Security Czar" (e.g., Chief Information Security Officer), or write responsibilities into existing job functions (e.g., CIO): It is important to have one point of accountability to coordinate across the organization, as data security must be addressed in all units and workstreams.

Establish "Plan B" Data Breach Processes: Notice processes and alternate lesson plans should always be defined and ready to be implemented in the event of a data breach.

Encourage the use of "walled garden," or private large language models (LLMs) in K-12 settings: Walled gardens represent LLM-based educational tools designed specifically for K-12 environments, with controlled content and safety features appropriate for students, such as Khanmigo's adaptive math tutoring platform or DreamBox Learning's intelligent adaptive learning platform.

Take preventive action to communicate to students the heightened risk of AI use for cyberbullying and the consequences for doing so. AI more easily enables deep fakes (i.e., the ability to synthesize voice and images to replicate someone doing something that they didn't). LEAs should ensure students understand that use of AI tools in deep fakes falls under their cyberbullying policy and that this is a danger when using AI tools. Schools should review the Safe Schools Act to make sure their policies are aligned to RI general law. Any cyberbullying should be addressed per the school's disciplinary policy and under the jurisdiction of the 16-21-33 Safe Schools Act, and should be handled according to the school's policy in compliance with that law.

Consider using a ratings framework for all AI adoption: Common Sense Media has published a ratings framework that can serve as a guide when selecting vendors.

9. College and Career Readiness

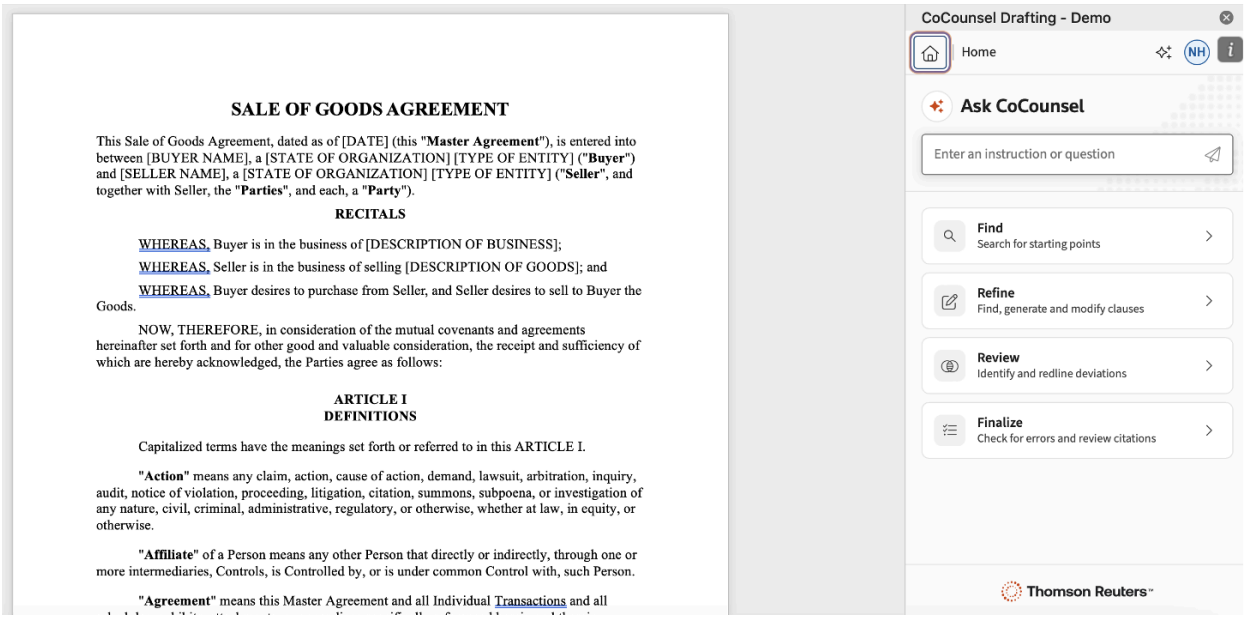
"AI is already being used in 85% of businesses across the U.S. Our current students will grow up in an AI world and we as educators need to teach them to use the technology effectively and responsibly. The tool can be an amazing addition to student learning and the RI Department of Education should be on the forefront of incorporating this technology into their education." - Rhode Island Elementary School Librarian

Preparing students for success in college and careers is a key goal of K-12 education. AI is increasing the level of expertise required for many jobs. Successful workers of the future will require higher levels of knowledge and expertise to evaluate the output of the AI and ask critical questions to use it most effectively.

AI in the workplace will place a greater emphasis on what are now being called durable skills (previously called Future Ready skills, power skills, soft skills or in the career and technical education [CTE] space, employability skills). The emphasis on these skills should push schools to design learning experiences that allow for more explicit instruction and practice of these skills. Many schools have included these skills in their Vision of a Graduate, required as part of the New England Association of Schools and Colleges (NEASC) accreditation process, but integration into instruction and learning activities should be part of the focus.

AI Use Case Example

Reuter Lawyers Use AI in Contract Reviews



Career Preparation Programs. As technology rapidly reshapes the job market, AI also offers innovative ways to enhance college and career readiness programs. This guidance below explores how AI can transform career exploration, skill development, and workforce preparation. It also addresses potential challenges and outlines effective implementation strategies.

By leveraging AI thoughtfully, schools can better equip students with the knowledge, skills, and experiences needed for postsecondary success in an AI-driven world. Since AI is influencing the workplace, LEAs are encouraged to examine the impact of AI on industry-specific skills through program advisory boards and other industry support.

Potential:

There are several exciting possibilities to leverage AI to enhance college and career readiness:

Require AI literacy for all students: Students will perform better in college with AI literacy skills. In addition, most higher paying jobs will require AI literacy and computer programming. Schools who do not teach these skills are not adequately preparing students for college and career readiness.

Personalized Career Guidance: AI can analyze student interests, strengths, and academic performance to suggest tailored career paths.

Adaptive Skill Training: AI-powered systems can identify skills gaps and provide personalized training aligned with future job market demands.

Virtual Career Experiences: AI-enabled simulations and virtual internships can expose students to diverse career experiences.

Real-time Job Market Insights: AI can provide up-to-date information on in-demand skills and emerging career opportunities.

College Application Support: AI tools can assist students in navigating the complex college application process, making this postsecondary opportunity more accessible for all our students.

Pitfalls:

While AI presents significant opportunities, several potential pitfalls exist:

Limited Aspirations: AI-tailored recommendations can be limiting and/or biased. Over-reliance on AI recommendations might inadvertently narrow students' career aspirations.

Prediction Challenges: Rapid technological change makes it difficult for AI to accurately predict long-term career trends.

Soft Skills Neglect: Focusing too heavily on AI-driven technical skills may neglect essential soft skills development.

Equity Issues: Unequal access to AI career tools could widen existing disparities in college and career readiness.

Ethical Concerns: Students need to understand the ethical implications and potential biases of AI in hiring and admissions processes.

Pathways:

To effectively leverage AI for college and career readiness while mitigating risks, consider these strategies:

Blend AI and Human Guidance: Combine AI-driven tools with in-person support and mentoring.

Teach AI Literacy: Incorporate understanding of AI, its capabilities, and ethical considerations into career readiness curricula.

Partner with Industry: Collaborate with businesses and higher education to understand and ensure industry specific tools, uses and needs involving AI and post-secondary policies and expectations.

Provide Diverse Exposure: Use AI to introduce students to a wide range of career paths, including emerging fields.

Balance Skill Development: Ensure programs develop both technical and soft skills.

Regularly Evaluate Tools: Continuously assess and update AI career readiness tools to reflect evolving workforce needs.

AI has the potential to transform college and career readiness programs by offering personalized guidance, adaptive skill development, and immersive career exploration. However, realizing these benefits requires a thoughtful approach that addresses potential pitfalls and prioritizes student agency and holistic development.

By combining AI-driven tools with human guidance, fostering AI literacy, and maintaining strong industry connections, schools can better prepare students for success in the evolving world of work.

As AI reshapes the educational and employment landscape, our approach to college and career readiness must evolve in tandem, equipping students with the skills, knowledge, and adaptability needed to thrive in the AI era.

10. LEA Operations/Administration/Communications

LEAs continually seek to enhance efficiency, improve decision-making, and optimize resource allocation. AI offers a transformative opportunity to revolutionize LEA operations through advanced data analysis, task automation, and predictive modeling which will impact governance, operational, administrative, instructional, and communication areas. In addition, most vendors and technology used by LEAs will incorporate AI into their next product iterations to gain efficiencies.

Just as LEAs need to determine effective use of AI for teachers and students, LEAs will also need to provide education and guidance on effective use for all other district employees. This guidance explores AI's potential to streamline processes in LEAs, while addressing challenges and outlining responsible implementation strategies.

Disciplinary Data Analysis Use Case: AI In Behavioral Decision Support

Currently available AI tools can help districts minimize the bias in school behavioral consequences leveraging their own policies and data. Many school districts adopt a “discipline matrix,” a series of documented consequences for aberrant student behaviors in their board policies. While this provides some clarity of expectation, disciplinary matrices allow for some level of administrator subjectivity and discretion, often leading to disparate outcomes districtwide, varying by socioeconomic factors. AI tools can analyze districts’ historical data and model for what a result, in light of district policy, should be if free from bias.

Potential:

AI technologies offer several key benefits for improving LEA operations:

Data-Driven Decision Making: AI-powered analytics can process vast educational datasets, providing more timely insights for informed resource allocation and policy decisions.

Task Automation: AI can automate routine administrative tasks like scheduling, inventory management, and report generation, freeing staff for higher-value activities.

Modeling: By analyzing historical data and trends, AI can forecast future needs in areas such as enrollment, student outcomes (similar to existing early warning systems) staffing, and facility management. LEAs need to train staff to understand the business rules of modeling to ensure predictions and develop supportive strategies.

Operational Efficiency: AI tools can optimize processes from energy management in school buildings to route planning for transportation.

Enhanced Communication: AI-powered chatbots can improve internal and external communication (e.g., translation, difficult emails, recommendation letters, memos, newsletters, added creativity/humor) and quickly address common staff inquiries.

Pitfalls:

While AI offers significant potential, several risks must be carefully managed:

Over-Reliance: Excessive dependence on AI recommendations may diminish critical human judgment in decision-making.

Bias Amplification: Improperly designed AI systems may perpetuate or amplify existing systemic biases in decision-making processes.

Data Quality Issues: AI effectiveness relies heavily on input data quality, which can be challenging to maintain consistently.

Privacy and Security: Handling sensitive data raises important questions about data protection and cybersecurity.

Implementation Challenges: Integrating AI systems into existing LEA operations requires significant time, resources, and change management.

Communication and Management of AI-Generated Datasets. AI-generated datasets connected to LEA or state education databases may display results that require further analysis, are not equitable, or are not yet aligned with organizational agendas or meet educational goals. Further investigation is needed to assess at what point these outputs fall under public record requests.

Interpretation Complexity: Without proper understanding of AI models' logic, there's a risk of misinterpreting results or making unsound predictions, which could lead to embarrassment for LEAs and state education agencies if sensitive information is mishandled or incorrectly analyzed.

Pathways:

To leverage AI effectively while mitigating risks, LEA administrators should:

Develop AI Governance: Establish clear policies for AI adoption, use, and monitoring within the LEA, ensuring alignment with data privacy rules, regulations and legislation. Develop robust data management practices to ensure the integrity of data used in AI systems.

Invest in AI Literacy: Provide ongoing training to build understanding of AI capabilities, limitations, and ethical considerations.

Update Procurement Regulations: Procurement regulations and contracts must be updated to protect data privacy and security, and mitigate bias. Where appropriate, implement contractual provisions, for example:

- Require a data security plan of vendors.
- Establish a right of review and audit.
- Clarify that districts own their data, not the vendor.
- Require vendor employee training on data security.
- Storage and access of the data should be encouraged to take place exclusively in the United States.
- Vendor agrees to the complete destruction of all customer data (and metadata) upon the termination of the contractual relationship.
- Data must be encrypted in transit and at rest.
- Vendor must notify districts and directly affected individuals within a reasonable timeframe.

Prioritize AI Improvement Areas: Develop a priority list of the most impactful ways AI can improve efficiency and effectiveness of operational, administrative and instructional areas.

Implement Regular Audits: Conduct periodic reviews of AI systems to ensure accuracy, fairness, and alignment with educational goals.

Maintain Human Oversight: Emphasize that AI tools support, rather than replace, human decision-making in critical areas.

Engage Stakeholders: Involve educators, families, and community members in discussions about AI usage to build trust and gather diverse perspectives.

Establish Data Interpretation Protocols: Implement a structured process for interpreting AI-generated insights that includes:

- A multi-stakeholder review team to evaluate AI outputs before action is taken.
- Clear guidelines for handling potentially sensitive or controversial findings.
- Regular training for key personnel on understanding AI model logic and limitations.

Enhance Data Governance. Strengthen data governance practices by:

- Conducting regular audits of AI models and their outputs to ensure alignment with organizational goals.
- Developing clear protocols for data access, use, and sharing, especially for sensitive information.
- Implementing transparency measures to communicate how AI-generated data is being used within the organization.
- Ensuring all AI implementations comply with relevant privacy laws and ethical standards.

AI offers powerful tools to enhance LEA operations, streamlining processes, improving decision-making, and optimizing resource allocation. However, realizing these benefits requires a thoughtful approach that addresses potential pitfalls and prioritizes ethical considerations.

By developing clear governance structures, investing in AI literacy, and balancing AI capabilities with human judgment, LEAs can harness AI to create more efficient and effective educational systems. Ongoing evaluation and adaptation will be crucial to ensure AI tools enhance LEA operations while upholding core educational values.

11. Family, Caregiver and Community Engagement

Family, caregiver, and community engagement is vital to K-12 education success. As technology evolves, AI offers innovative ways to support families and their children.

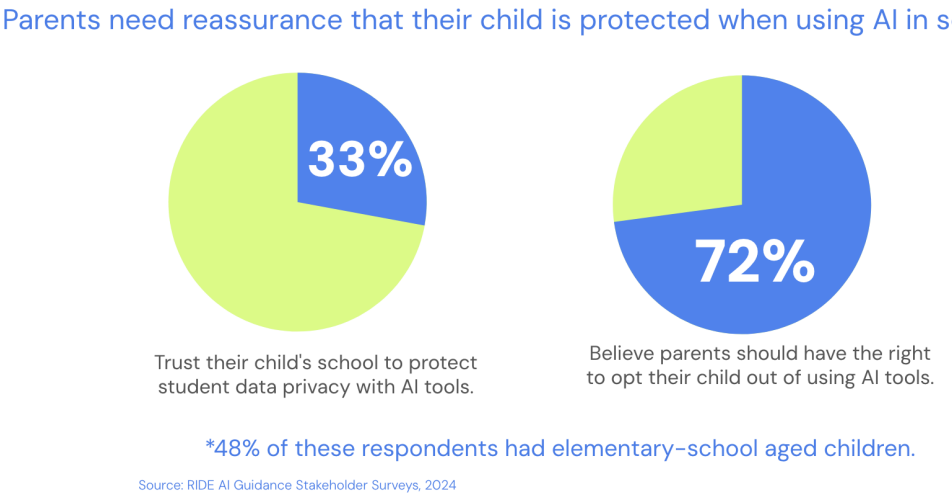
There are widely varying perspectives on regulated use of AI in schools:

76% of teachers believe they should have autonomy to decide when and how to use AI in their classrooms, only 37% of parents agree.

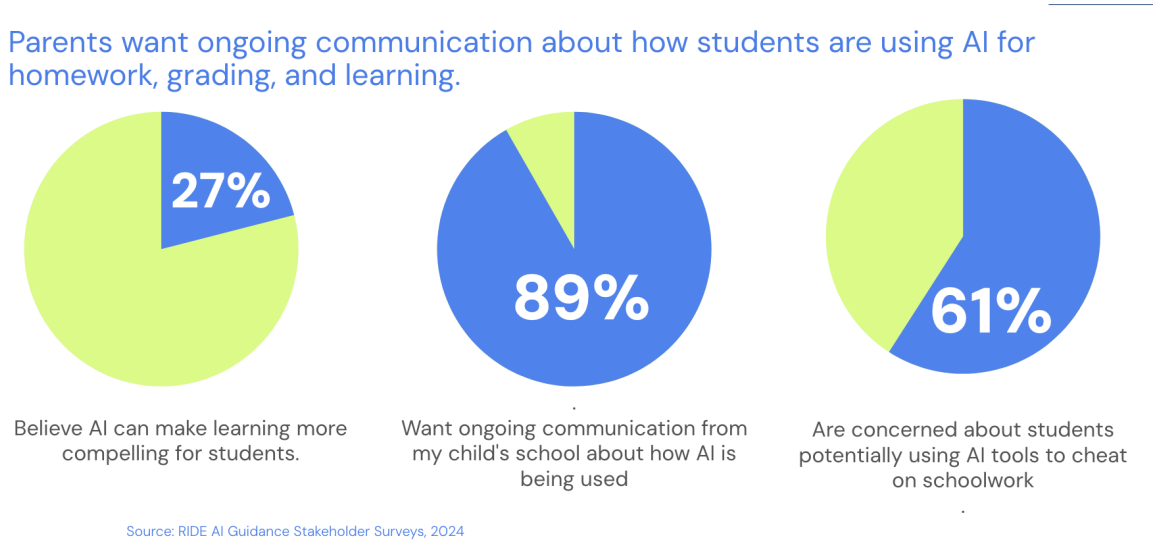
School and district leaders should be aware that parents and caregivers have a wide variety of understanding and feelings towards AI and incorporating it into their child's education.

Leadership should engage with stakeholder groups through information sharing and gathering throughout their policy development process. The goal should be to enhance trust with parents and caregivers so they are comfortable that the tools utilized in school settings have been vetted for safety and efficacy by LEAs.

As shown in the chart below, parents need reassurance from schools about AI safety, as only 33% currently trust their school to protect their child's data, and 72% want the ability to opt their child out of using AI in school.



Given fears of AI, only 27% of parents believe AI can make learning more compelling, 89% want ongoing communication from their child's school about how AI is being used, and 61% are concerned about using AI tools to cheat on schoolwork.



Potential:

AI presents several exciting opportunities to enhance family and community engagement:

Make schoolwork more compelling, personalized, and effective for their children (see instructional guidance section).

24/7 Accessibility: AI-powered platforms provide round-the-clock access to school information, with chatbots offering immediate responses to common queries.

Personalized Communication: AI algorithms can tailor communication methods and content based on family preferences and engagement patterns, increasing relevance and effectiveness.

Language Support: Real-time AI translation tools can break down language barriers, improving communication with multilingual families and diverse community organizations.

Data-Driven Insights: AI can analyze engagement data to identify trends and gaps, helping schools target outreach efforts more effectively.

Automated Scheduling: AI tools can streamline scheduling for parent-teacher conferences or community events, or collaborative meetings with CBOs, reducing administrative burden and increasing participation.

Collaborative Learning Environments: AI can facilitate virtual spaces where families, caregivers, community organizations, and schools can share resources, discuss educational topics, and collaborate on student support initiatives.

Pitfalls:

While AI offers significant benefits, several potential pitfalls must be considered:

Potential Negative Impact on Student Learning Without Supervision. Parents and caregivers must understand how their children should use AI to support their learning at school and at home. Parental and caregiver guidance and supervision is required to ensure AI is used effectively and ethically.

Cultural Sensitivity: AI systems may not always account for cultural nuances, potentially leading to communication that feels impersonal or culturally inappropriate.

Digital Divide: Varying levels of technology access and digital literacy among families and community organizations will widen student achievement and family engagement gaps unless schools proactively provide equal access to AI tools.

Misinterpretation Risks: AI-generated responses may sometimes be misinterpreted or fail to capture nuances, potentially leading to misunderstandings. Protect against the bias of information and inaccuracy of the results.

Over-Reliance on Technology: Excessive focus on digital engagement tools might reduce valuable in-person interactions crucial for building strong school-family relationships.

Privacy Concerns: Using AI for personalized communication raises questions about data collection and privacy, which must be carefully addressed to maintain trust.

Data Sharing Complexities: LEAs need to establish clear data sharing agreements with community-based organizations to ensure compliance with privacy regulations while facilitating necessary information exchange.

Pathways:

To effectively leverage AI for family and community engagement while mitigating risks, consider these strategies:

Maintain Human Oversight: Ensure AI tools augment rather than replace human interaction. Have staff review AI-generated communications and be available for follow-up.

Develop Multi-Channel Engagement: Implement a mix of AI-enhanced digital tools and traditional engagement methods to ensure all families, caregivers, and community partners can participate.

Communicate Transparently: Clearly communicate how AI is used in schools, explaining benefits and limitations, student data privacy and security, and how parents and caregivers can support effective and ethical use of AI at home. Consider using this Sample Parent Letter in the Appendix and develop similar communications for community-based organizations.

Offer Digital Literacy Support: Provide resources to help families, caregivers, and community partners understand AI and how it is used in their child's school.

Regularly Solicit Feedback: Partner or include parents, caregivers and community organization representatives on LEA AI oversight committee or taskforce, and gather input from families, caregivers, and community members about their child's experiences with AI in school and for homework.

Prioritize Data Privacy: Implement robust data protection policies and be transparent about data handling in AI-powered systems. Establish clear data sharing agreements with CBOs that comply with all relevant privacy regulations.

Foster Collaborative AI Projects: Engage CBOs in developing AI-driven initiatives that support student learning and well-being, leveraging their unique insights and resources.

Provide AI Training for Community Partners: Offer workshops or training sessions to help CBOs understand and effectively use AI tools in their support of students and families.

12. Conclusion and Next Steps

AI's potential to enhance learning, streamline operations, and provide personalized educational experiences is transformative. However, the potential of AI must be balanced with thoughtful consideration of equity, privacy, and the central role of human educators.

Moving forward, it is crucial that every LEA in Rhode Island develops a strategic local approach, unified in RIDE's statewide vision for AI literacy and integration. This approach should be rooted in the principles outlined in this guidance: prioritizing student learning and growth, ensuring data privacy, promoting equitable access, and maintaining human oversight in all AI-assisted processes. LEAs are encouraged to form AI task forces, comprising diverse stakeholders, to spearhead this initiative.

Ongoing professional learning will be key to successful AI implementation. RIDE is committed to providing ongoing support and training opportunities aligned with this guidance for educators, starting in 2025. Additionally, LEAs should prioritize engaging with families and community members, ensuring transparency and building trust around AI use in schools.

To assist LEAs in taking concrete steps towards responsible AI integration, RIDE has developed two essential checklists: "LEA Getting Started with AI" and "AI Software Procurement." These checklists, found in the Appendix, provide actionable items to assist educators and administrators in the development of AI policy, implementation, monitoring, and procurement.

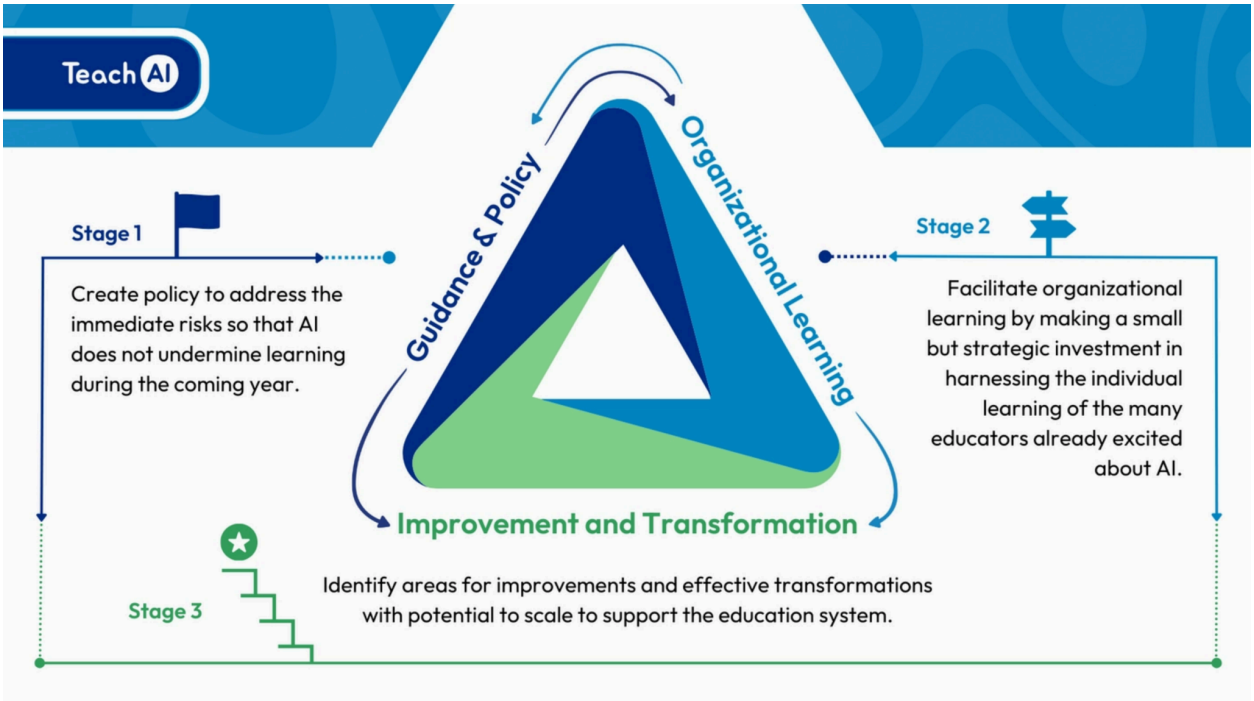
RIDE strongly recommends that LEAs use these checklists as a starting point for their AI journey, adapting them as necessary to fit their unique contexts and needs. By following these guidelines, Rhode Island's education system can position itself so that our students benefit from AI innovation in education, and are well-prepared for the AI-driven future that awaits them.

13. Appendix: Conversation Starters

For Parents / Caregivers: 1. How comfortable are you with your child using AI tools for schoolwork? What concerns do you have? 2. What information would you like from the school about how AI is being used in your child's education? 3. How can we ensure AI enhances rather than replaces important human interactions in your child's learning? 4. What role do you see for AI in supporting your child's individual learning needs? 5. How can we partner with you to promote responsible AI use at home and school?	**For Teachers / Educators:** 1. How do you envision using AI to enhance your teaching and save time on administrative tasks? 2. What professional learning would help you feel confident integrating AI into your classroom? 3. How can we ensure AI supports rather than undermines students' critical thinking and creativity? 4. What policies or guidelines would help you use AI ethically and effectively with students? 5. How might AI help you better differentiate instruction and support diverse learners?
For School Administrators: 1. What are your top priorities for leveraging AI to improve school operations and student outcomes? 2. How can we ensure equitable access to AI tools across all student populations? 3. What safeguards should we put in place to protect student data privacy and security? 4. How might AI help us make more data-driven decisions about resource allocation and interventions? 5. What metrics should we use to evaluate the impact of AI integration on teaching and learning?	**For School Boards:** 1. How does AI integration align with our district's strategic goals and vision? 2. What policies need to be updated or created to govern responsible AI use in our schools? 3. How can we balance innovation with appropriate oversight in AI implementation? 4. What community engagement strategies should we employ around AI in education? 5. How can we ensure our AI initiatives promote equity and don't exacerbate existing disparities?

13. Appendix: LEA AI Getting Started With AI Checklist

Teach AI has visualized a three-stage framework that can provide guidance for LEAs on how to approach AI use in the classroom.



To support LEA implementation of AI, the checklist below provides a structured approach to integrating AI into educational environments.

Covering policy development, implementation strategies, and ongoing monitoring, it ensures comprehensive AI integration.

Divided into Policy and Governance, Implementation and Training, and Monitoring and Engagement, the checklist addresses critical aspects from establishing task forces to community engagement.

LEAs can use this guidance as they begin to implement AI, ensuring equity and alignment with educational objectives, while prioritizing student privacy and safety.

Policy and Governance

__ Establish an AI task force with diverse stakeholders, including parents of DAS and MLL.
__ Review and update existing Acceptable Use policies to incorporate AI considerations.
__ Develop a comprehensive AI policy aligned with RIDE's AI vision and principles.
__ Create a data governance plan ensuring privacy and ethical standards.
__ Establish a vetting process for AI tools, emphasizing data security, equity and bias mitigation.
__ Revise academic integrity policies that take AI usage into account.
__ Establish protocols for obtaining parental consent for student AI use.

Implementation and Training

__ Conduct an inventory of AI tools currently in use.
__ Assess district infrastructure and readiness for AI implementation.
__ Identify and prioritize AI use cases aligned with educational objectives.
__ Incorporate AI use into Readiness-Based Graduation requirements.
__ Identify a dedicated resource to design and launch AI literacy training for administrators (including the school committee), educators, staff, and students.
__ Develop age-appropriate AI literacy curricula for students.
__ Create and distribute guidelines for responsible AI use in classrooms, including district staff, teacher, and student use.
__ Establish partnerships with local businesses/universities for AI education support.
__ Implement a plan for equitable AI access, addressing the digital divide.

Monitoring and Engagement

__ Set up a system to monitor and evaluate AI impact on teaching and learning.
__ Launch a communication plan to engage the school community about AI initiatives.
__ Establish a feedback loop with students, parents, and educators on AI use.
__ Implement regular AI policy and practice reviews and updates.
__ Create an AI ethics committee to address ongoing concerns and developments.

This AI **software procurement checklist** outlines critical considerations for LEAs when procuring AI software for educational use. It covers essential areas including data privacy, transparency, equity, effectiveness, cybersecurity, implementation support, and ethical considerations.

Data Privacy and Security:

__ Verify vendor compliance with FERPA, CIPA, COPPA, PPRA, and HIPAA regulations and NIST
__ Ensure contract includes strict data privacy provisions and prohibits unauthorized data use
__ Establish clear data ownership and control terms, favoring school retention
__ Mandate vendor background checks and training for employees accessing protected data

Transparency and Accountability:

__ Require vendor to provide clear explanations of AI algorithms and decision-making processes
__ Mandate regular third-party audits of AI tools for bias, effectiveness, and security
__ Insist on vendor transparency regarding data sources and model training procedures

Bias and Equity:

__ Require vendor demonstration of efforts to minimize algorithmic bias
__ Include contract language for ongoing monitoring and mitigation of bias
__ Ensure equitable access to AI tools
__ Ensure appropriate support for all student populations

Effectiveness and Impact:

__ Include provisions for evaluating AI tool effectiveness in improving student learning
__ Establish metrics for assessing both intended and unintended consequences of AI use

Cybersecurity:

__ Specify strong cybersecurity measures and mandate regular security audits
__ Require vendor to have an incident response plan for potential data breaches

Implementation and Support:

__ Include provisions for ongoing professional learning and support for educators
__ Require vendor to provide clear user guidelines and technical support
__ Ensure that your vendor provides a not-to-exceed monthly or annual contractual amount, as AI pricing models are complex and evolving rapidly

Customization and Integration:

__ Verify AI tool's ability to integrate with existing school systems and workflows (check for interoperability)

Ethical Considerations:

__ Require vendor commitment to ethical AI development and use
__ Verify AI tool's ability to provide age-appropriate and developmentally suitable content

Contract Flexibility:

__ Include provisions for contract termination and data export if vendor fails to meet standards

13. Appendix: Sample Letter to Parents and Guardians on AI Use[5]

A letter to parents and guardians will engage families in the education system's vision and recommendations for the use of AI in schools. This is an example for illustrative purposes and should be customized.

Dear Parents and Guardians,

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

1. **Support Education Goals for All:** AI will be thoughtfully used to enhance outcomes for every student.
2. **Privacy & Security:** AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. **AI Literacy:** Students and teachers will build skills to critically evaluate and utilize AI technologies ethically.
4. **Realize Benefits & Address Risks**: We will cautiously explore AI benefits while proactively addressing risks.
5. **Academic Integrity:** Students will produce original work and properly credit sources, including AI tools.
6. **Maintain Human Agency**: AI will provide support, not replace educator and student discretion in decisions. Our staff will set parameters for each class and assignment for when and how AI systems can be used
7. **Continuous Evaluation:** We will routinely audit AI use, updating policies and training as needed.

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

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

Sincerely,
[Name]
[Title]

[5] TeachAI AI Toolkit, page 37, https://docs.google.com/document/d/1OmT-6Nf_B9f8yA6r54QQ-DMSB85njo5JZ6qyR17jFgA/edit

SPANISH

Estimados padres y guardiánes,

A medida que las tecnologías emergentes como la Inteligencia Artificial (IA) se vuelven más frecuentes, nuestra escuela está desarrollando proactivamente principios para guiar el uso seguro, eficaz y responsable de estas herramientas para el aprendizaje de los estudiantes. Después de una cuidadosa consideración, hemos establecido los siguientes principios:

Apoyar los objetivos educativos de todos: La IA se utilizará cuidadosamente para mejorar los resultados de cada alumno.

Privacidad y seguridad: El uso de la IA se ajustará a las normativas que protegen la privacidad, la seguridad y la accesibilidad de los datos de los alumnos.

Alfabetización en IA: Los estudiantes y profesores desarrollarán habilidades para evaluar críticamente y utilizar éticamente las tecnologías de IA.

Aprovechar las ventajas y abordar los riesgos: Exploraremos con cautela los beneficios de la IA al tiempo que abordamos proactivamente los riesgos.

Integridad académica: Los estudiantes producirán trabajos originales y acreditarán adecuadamente las fuentes, incluidas las herramientas de IA.

Mantener la agencia humana: La IA proporcionará apoyo, no sustituirá la discreción del educador y del estudiante en las decisiones. Nuestro personal establecerá parámetros para cada clase y tarea sobre cuándo y cómo pueden utilizarse los sistemas de IA

Evaluación continua: Realizaremos auditorías rutinarias del uso de la IA, actualizando las políticas y la formación según sea necesario.

Recordamos a los padres y tutores que las herramientas de IA pueden tener restricciones de edad. Por ejemplo, ChatGPT exige actualmente que los usuarios tengan al menos 13 años y requiere el consentimiento de los padres o tutores legales para los alumnos de entre 13 y 18 años. El sitio web advierte de que ChatGPT puede producir resultados que no sean apropiados para todos los públicos o todas las edades, por lo que los educadores deben ser conscientes de ello cuando lo utilicen con estudiantes o en contextos de clase.

Nuestro objetivo es crear un entorno de aprendizaje en el que las tecnologías de IA potencien los aspectos humanos de la educación en lugar de sustituirlos. Adoptamos estas tecnologías con cautela para preparar a los alumnos para un futuro en el que estén presentes en todas partes. Por favor, póngase en contacto con nosotros si tiene alguna pregunta o comentario sobre estos principios mientras navegamos juntos por este terreno en rápida evolución. Le agradecemos su apoyo.

Atentamente,
[Nombre]
[Cargo]

13. Appendix: General Guide on Acceptable Use of AI by the North Carolina Department of Public Instruction

Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code,etc)
This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard,etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Source: North Carolina Department of Public Instruction, North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools Publication Date 1/16/24.
If you have questions about this document, please send an e-mail directly to vera.cubero@dpi.nc.gov or ashley.mcbride@dpi.nc.gov.

13. Appendix: Glossary of Terms / Acronyms

AI	Artificial Intelligence
CBO	Community Based Organization
CTE	Career and Technical Education
ChatGPT	A chatbot which can provide human-like interaction
CIPA	Federal Communications Commission Children's Internet Protection Act
Claude.AI	An AI chatbox which is designed to provide human-like interaction
COPPA	Federal Trade Commission Children's Online Privacy Protection Rule
DAS	Differently-Abled Students
ELP	English Language Proficiency
FERP	U.S. Department of Education Family Educational Rights and Privacy Act
Gemini	An artificial intelligence chatbot developed by Google
Grammarly	An AI-powered writing assistant
HCQM	High-Quality Curriculum Material
HIPPA	U.S. Department of Health and Human Services Privacy Rule
IEP	Individualized Educational Program
LEA	Local Education Agency (for example: School Districts)
MLL	Multilingual Learners
NIST	National Institute of Technology - U.S. Department of Commerce
PL	Professional Learning
PRPRA	U.S. Department of Education Protection of Pupil Rights Amendment
RIDE	Rhode Island Department of Education
SDI	Specifically Designed Instruction

14. Authorship Note

This AI Guidance was prepared by RIDE's leadership team, led by Commissioner Angélica Infante-Green, with the support of the Rhode Island Council on Elementary and Secondary Education, and in collaboration with Improve LLC.

A majority of text in this was drafted by humans. Claude.AI and ChatGPT were used to give feedback, refine copy, analyze themes, and generate ideas for the conversation starters on page 44, based on the guidance as written.

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