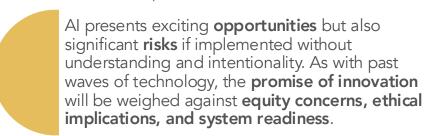


dese 4

Massachusetts Guidance for Artificial Intelligence in K–12 Education

Scan. Visit **page 10** to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/



Principles for Ethical AI Use

As districts adopt and integrate AI across instructional and operational settings, it is essential to ground all decisions as well as guidance and policy in **shared ethical values**. These principles reflect **Massachusetts' commitment** to a public education system that **fosters equity, transparency, trust, and human dignity**.



To help anchor local policy and guidance development, the Department of Elementary and Secondary Education recommends that districts adopt the following Core Principles for Al Use:





DATA PRIVACY & SECURITY

Al use complies with all relevant laws and policies related to student data, including FERPA and COPPA, and upholds strong data governance practices.

What does this look like?

Districts only approve Al tools vetted through a data privacy agreement process.



TRANSPARENCY & ACCOUNTABILITY

Al tools are explainable and understandable. Educators, students, and families deserve to know when Al is involved in learning, grading, decision-making, or access to services.

What does this look like?

Schools inform parents when AI tools are used in classrooms.



BIAS AWARENESS & MITIGATION

Al tools are critically examined for embedded bias and districts regularly assess whether certain groups are disproportionately impacted and take proactive steps to reduce harm.

What does this look like?

The procurement process for new tools includes analysis of harmful bias.



HUMAN OVERSIGHT & EDUCATOR JUDGEMENT

Al supports, but does not replace, educators.
Teachers bring context, empathy, and moral reasoning that no machine can replicate.

What does this look like?

A teacher uses AI to draft personalized reading plans and adjusts recommendations based on a student's interest.



ACADEMIC INTEGRITY

Al is used in ways that reinforce learning with clear expectations that guide when and how students use Al tools, with an emphasis on originality, transparency, and reflection.

What does this look like?

Schools teach and encourage thoughtful integration of AI rather than penalizing use outright.



Integrating AI into education is not a single decision or one-time rollout—it's an **ongoing change process** that requires clear priorities, stakeholder trust, professional growth, and coordinated effort across schools, departments, and communities. This is **not about selecting the right tool**—it's about building the **instructional vision**, infrastructure, relationships, and adaptive practices to **integrate AI** in ways that are **ethical**, **equitable**, **and instructionally meaningful**.

Core District Commitments

Approach Al integration as a long-term, multi-phase change process.
Ground guidance in a shared understanding of Al and treat policy and practice as living documents.

ADDRESSING HARMFUL BIAS AND ACCESS

1

Al holds the potential to advance educational equity—or to amplify existing disparities. Without intentional design and thoughtful implementation, Al systems can reproduce the very patterns of exclusion, underrepresentation, and limited access that public education seeks to dismantle.

FOUNDATIONS FOR ALUSE

2

As AI is further embedded into K-12 education, schools and districts must ensure that its use complies with legal obligations that protect students' rights. These include requirements around privacy, accessibility, data governance, and public accountability.

AI LITERACY: TEACHING ABOUT AI

3

Al is becoming a defining feature of our digital landscape. It is already shaping how we communicate, access information, and learn. As Al tools and systems increasingly influence education, schools need to do more than just introduce technology. Al literacy is critical across the entire learning community.

AI LITERACY: TEACHING WITH AI

4

Al is not just changing **what** students need to learn, it's changing **how** they can learn. Teaching with Al requires thoughtful integration of Al into classroom instruction to support personalization, accessibility, and engagement. This integration requires intentional shifts in pedagogy, assessment, and teacher practice.

ACADEMIC INTEGRITY

5

Al tools are reshaping how students write, create, and engage with content. Students can generate summaries, solve problems, or draft essays, challenging long-held views about originality and authorship. This presents an opportunity to promote ethical learning by helping students reflect on their process and ownership of their learning.

DISTRICT OPERATIONS

6

Al is increasingly embedded in the tools districts use for budgeting, staffing, resource allocation, and decision-making. These tools use predictive modeling, automation, and recommendation algorithms to support leaders, and also introduce risks tied to bias, transparency, privacy, and accountability.



Understanding Artificial Intelligence in Education

Artificial Intelligence is **no longer a future concept**; it is already **embedded** into the educational **tools and systems** used in schools. This rapid integration **offers both opportunities** and **complexities**, requiring thoughtful leadership to balance innovation with ethical considerations, equity concerns, and system readiness. **Understanding AI is crucial** as it increasingly affects multiple decisions within the educational ecosystem.

Al refers to computer systems that perform tasks requiring human intelligence, such as analyzing data, generating content, and making predictions. In education, Al can personalize learning and streamline tasks, but it also raises important questions about equity, privacy, and oversight.



PREDICTIVE

Predictive Al analyzes past data to forecast outcomes and guide decisions. In schools, it can help identify students who may need support, recommend learning pathways, and predict graduation readiness.



GENERATIVE

Generative AI produces new content such as text, images, or code. In schools, it can help students brainstorm ideas, assist teachers with lesson planning and rubrics, and generate translations for multilingual learners.



AGENTIC

Agentic AI goes beyond predicting or generating, it can act toward goals and adapt as conditions change. Emerging use in schools include AI tutors that adjust learning plans, and virtual assistants that manage schedules

Al is NOT a replacement for educators or human relationships, nor is it a perfect or self-correcting system. Al cannot fully grasp context, nuance, or ethics, and without human oversight, it is not automatically neutral or fair.

PREPARING FOR AN AI EMBEDDED FUTURE

Al is becoming an embedded, often invisible component of many educational tools. Increasingly, Al is not presented as a standalone product, but as a built-in feature shaping how platforms function. As Al is quietly influencing how information is delivered, analyzed, and assessed—it also becomes harder to monitor, govern, and explain.

IMPLICATIONS FOR DISTRICT LEADERS & EDUCATORS

Education leaders should move beyond relying on products labeled as "Al tools". Focus on how tools function, the decisions they shape, and the outputs they generate.

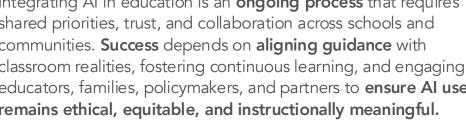
Building Al literacy, designing for transparency, and evolving classroom practices help students and educators critically engage with Al.

Scan. Visit page 6 to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/



Implementation Framework

Integrating AI in education is an ongoing process that requires shared priorities, trust, and collaboration across schools and communities. Success depends on aligning guidance with classroom realities, fostering continuous learning, and engaging educators, families, policymakers, and partners to ensure Al use remains ethical, equitable, and instructionally meaningful.





CORE DISTRICT COMMITMENTS



Approach AI integration as a long-term, multiphase change process.



Build cross-functional and inclusive leadership teams.



Ground guidance in a shared understanding of Al and treat policy and practice as living documents.



Involve educators, families, teachers, noninstructional staff, and students in design, implementation, and continuous improvement.



Coordinate across departments and roles, prioritizing long-term equity and impact.



Scan. Visit page 19 to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS



How is your district approaching Al integration as a long-term change process?

How are different departments and leaders collaborating on Alrelated decisions?

How is your district balancing policy development with practical application?

GOING DEEPER: QUESTIONS FOR REFLECTION



How is your district preparing for the unknown? What systems are in place to remain responsive to changes in AI tools and capabilities?

How is feedback gathered and used to adapt your AI strategy over time?

How will insights be collected from staff, students, and community?

Equity and AI: Addressing Harmful Bias and Access

Al can expand educational opportunity but also risk reinforcing inequities if bias and access gaps go unaddressed. The 2024 U.S. National Educational Technology Plan highlights three key divides—access, use, and design—that shape who benefits from Al. Ensuring equity requires more than technical fixes; it demands intentional design, oversight, and community voice so Al supports all learners, not just some.



CORE DISTRICT COMMITMENTS









Align with civil rights and accessibility laws

Track and respond to equity data



Scan. Visit page 24 to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS



How are equity goals - use, design, and access - embedded in your district's Al implementation plan?

How does community input (educators, students, and families) inform Al guidance, tool selection, or implementation decisions?

How does your AI procurement process incorporate documented bias reviews and accessibility checks?

GOING DEEPER: QUESTIONS FOR REFLECTION



How do selected AI tools support students with IEPs, multilingual learners, and those with 504 accommodations?

How are students taught to identify and critique bias in Algenerated content?

Where in your professional development for educators and staff do you address bias awareness, accessibility, and inclusive AI practices?

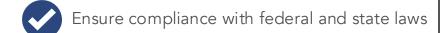
Legal Foundations for Al Use

Al in schools must comply with laws protecting student privacy, accessibility, equity, and data security. Key frameworks include FERPA, COPPA, PPRA, Massachusetts student records regulations, IDEA, Section 504, ADA, Title VI, and Title IX. Districts must also address data governance, procurement, copyright, and misinformation risks. Legal compliance is not just technical—it is essential to trust, safety, and equitable use of AI in education.





CORE DISTRICT **COMMITMENTS**







Empower staff with knowledge of federal and state laws

Ensure accessibility for all students

Establish oversight and accountability structures that provide transparency and accountability



Scan. Visit page 29 to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS



How does your district identify and apply the laws that govern AI use, including FERPA, COPPA, PPRA, IDEA, Section 504, ADA, CIPA, and relevant Massachusetts laws?

How does your district regularly audit AI tools, data systems, and third-party platforms for privacy, accessibility, and data-sharing practices?

How do your vendor contracts and procurement processes address Alspecific risks and responsibilities?

GOING DEEPER: QUESTIONS FOR REFLECTION



How are your educators and school leaders are trained on legal responsibilities related to Al use?

Who in your district monitors legal and policy developments related to AI?

How does your district ensure that policies are regularly updated to reflect changes in AI capabilities and legal frameworks?

dese 4i

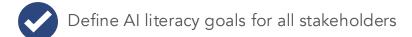
Massachusetts Guidance for Artificial Intelligence in K-12 Education

Al Literacy: Teaching about Al

Al literacy is a core skill for students, educators, families, and leaders, enabling all to navigate a world shaped by Al with equity and responsibility. It combines technical understanding with critical thinking to recognize bias, misinformation, and ethical challenges while fostering creativity and inclusive use. Grounded in digital literacy and civic education, Al literacy prepares learners to manage their digital footprint, consider sustainability, and engage thoughtfully with technology, while guiding educators and communities to evaluate tools, shape policy, and support transparent use.



CORE DISTRICT COMMITMENTS







- Engage students as critical thinkers and codesigners
- Involve families and community in Alawareness
- Promote ethical reflection and informed use across roles



Scan. Visit **page 35** to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS



Does your district use a consistent definition and framework to guide Al literacy?

How does Al literacy fit within your digital literacy integration plan for staff and students?

How is Al literacy embedded into curriculum planning in support of your overall educational vision?

GOING DEEPER: QUESTIONS FOR REFLECTION



How does Al literacy connect to your district's existing strategic planning goals and instructional strategies?

What systems are in place to support educators and non-instructional staff learning about AI with relevance to their roles?

How are families and community members invited to engage in Al literacy efforts?



Al Literacy: Teaching with Al

Teaching with AI is about thoughtfully integrating AI tools into classroom instruction to support personalization, accessibility, and deeper engagement. This integration requires intentional shifts in pedagogy, assessment, and teacher practice where school and district leaders play vital roles in creating the conditions for effective and equitable AI use. Teaching with AI is not about replacing educators—it's about empowering them to facilitate rich, human-centered learning experiences in AI-enhanced environments.



CORE DISTRICT COMMITMENTS







Create equitable opportunities for student Al use

Redesign assessment practices for an Al-rich environment

Invest in ongoing professional learning and collaboration



Scan. Visit **page 42** to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS



How does your district define **teaching with Al**? How is this aligned with academic standards, grade-level content, and learning objectives?

How does your district support teachers' learning about Al-integrated instruction?

How does your district ensure that students from all backgrounds have meaningful opportunities to learn with Al? And how are you helping students use Al thoughtfully to support inquiry, creativity, and iterative learning?

GOING DEEPER: QUESTIONS FOR REFLECTION



How does AI use in the classroom align with your district's goals for digital citizenship, academic integrity, and equity?

How does your district identify the instructional competencies needed to teach effectively with AI?

How are you supporting educators in co-designing instruction with AI for engagement, differentiation, and inclusion?



Academic Integrity

Al tools are **reshaping how students write, create, and engage with content**, challenging long-held assumptions about **originality and authorship**. The emergence of **Al presents an opportunity** to promote ethical learning and reinforce academic integrity. As Al becomes more prevalent, **guidance will evolve** to clarify how to disclose Al use transparently. Academic integrity in the Al era requires more than rules. It **requires a shared understanding** that **rewards transparency** to move towards deeper engagement with thinking, authorship, and collaboration with Al.



CORE DISTRICT COMMITMENTS



Define and model ethical AI use



Create safe spaces for disclosure



Teach academic integrity as a skill



Redesign assessments for process and thinking



Discourage AI detection tools



Support educators with training and tools



Scan. Visit **page 49** to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

KEY QUESTIONS FOR DISTRICT TEAMS TO DISCUSS



How does your district define appropriate AI use and disclosure? For educators? For students?

How are students taught to recognize ethical boundaries and take ownership of their work when using AI?

What is your district's stance on AI detection tools?

GOING DEEPER: QUESTIONS FOR REFLECTION



How does your district encourage open conversations and build trustbased systems that normalize responsible AI use and create a safe culture for students to disclose AI use?

How are educators supported in guiding students through ethical Al use? (e.g., resources, time, professional development)

How will your district's academic integrity policy evolve as new Al capabilities emerge, and who will ensure it is regularly reviewed?



District Operations

Al is **increasingly embedded** in the tools that districts use for budgeting, staffing, hiring, resource allocation, and operations. These systems use predictive modeling, automation, and recommendation algorithms to support leaders—but also introduce risks related to bias, transparency, privacy, and accountability. **Al can help facilitate district operations**, but without oversight, **Al systems may reinforce inequities** in funding, hiring, or access to services. To maintain responsible use, districts may seek to **define clear oversight rules** for Al-related decisions.

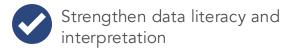


CORE DISTRICT COMMITMENTS









Use responsible procurement practices

Align with legal requirements and community values



Scan. Visit **page 55** to learn more. Explore more AI in K12 Schools resources at: http://www.doe.mass.edu/edtech/ai/

BUDGETING & FINANCIAL PLANNING



How does your district support the ethical, human-directed use of Al-supported platforms for financial forecasting, budget modeling, or resource allocation?

HUMAN RESOURCES AND HIRING



Are there any Al-supported hiring or evaluation tools currently in use in your district and how do all HR decisions involve meaningful human judgement?

PROCUREMENT AND VENDOR MANAGEMENT

?

How do your current procurement processes account for AI? Do RFPs and purchasing decisions require vendor disclosure of where and how AI is embedded in their tools?

CROSS-CUTTING AND STRATEGIC OVERSIGHT



How does your district ensure that AI use in operations reflects core values such as equity, transparency, and human-centered leadership?