

// FREE SCHOOL RESOURCE

Responsible AI Use Policy Toolkit for Schools

Model policy language, classroom rules, family notice and practical implementation tools



// WHAT THIS TOOLKIT PROVIDES

- A ready-to-adapt board or district policy with roles, approval and review requirements.
- Staff and student acceptable-use rules, assignment disclosure labels and academic-integrity guidance.
- Privacy restrictions, AI output verification, deepfake safeguards and prohibited uses.
- Parent notice, concern-reporting form, implementation checklist and annual review tracker.
- References limited to official U.S. federal and state government sources.

// FOR SCHOOL BOARDS, SUPERINTENDENTS, SCHOOL LEADERS, TEACHERS, IT, PRIVACY, CURRICULUM, COUNSELORS, STUDENTS AND FAMILIES

How to use this toolkit

A practical policy resource - not legal advice

Adopt AI deliberately, not by accident.

The U.S. Department of Education's July 2025 guidance emphasizes responsible AI adoption, user privacy, appropriate use in social-media contexts, and engagement of parents and educators. This toolkit turns those principles into practical school policy language. [1]

Use this toolkit in five steps

- 01 Name an owner.** Assign a district AI lead or governance group with curriculum, privacy, technology, student-support and legal participation.
- 02 Choose the scope.** Decide whether the policy covers generative AI only or all automated systems used for instruction, grading, advising, safety and operations.
- 03 Adapt the model language.** Align it with board policy, student conduct, acceptable use, records, procurement, accessibility and academic-integrity rules.
- 04 Publish practical rules.** Staff and students need assignment-level expectations, approved tools and a route for questions or concerns.
- 05 Review at least annually.** Tools, features, age limits, data practices and state requirements change quickly.

What this is

A practical model that can be adopted, incorporated into an existing acceptable-use policy, or used as a drafting checklist.

What this is not

Legal advice, a substitute for district counsel, or permission to use any specific AI product. Federal guidance and state examples must be applied to local facts.

// VERSION CONTROL

District / school: _____

Policy owner: _____

Board approval: _____

Effective date: _____

Next review: _____

Principles and policy crosswalk

Build AI rules into the policies schools already use

Eight policy principles

- 1. Educational purpose.** AI must support defined learning or operational objectives.
- 2. Human responsibility.** People remain accountable for decisions, communications and submitted work.
- 3. Privacy by design.** Use approved tools and minimize personal or confidential data.
- 4. Transparency.** Disclose meaningful AI use to students, families and decision-makers.
- 5. Verification.** Check facts, sources, calculations, bias and suitability before use.
- 6. Safety and dignity.** Prohibit impersonation, deepfakes, harassment, exploitation and harmful content.
- 7. Fair access.** Avoid policies that reward only students who can purchase private AI tools.
- 8. Continuous review.** Reassess vendors, risks, training and outcomes.

Human-centered rule

AI may assist judgment, but it must not replace the relationships, professional judgment, context and accountability that define education.

NIST risk lens

NIST's voluntary AI Risk Management Framework highlights validity, safety, security, accountability, transparency, explainability, privacy and management of harmful bias. Use these traits during approval and review. [4][5]

State example

California's 2026 model policy includes academic disclosure, limits on AI detection as sole evidence, privacy by design, human review, vendor safeguards and output verification. It is exemplary, not mandatory outside applicable law. [8]

// LOCAL POLICY CROSSWALK

EXISTING POLICY	AI ISSUE TO ADD OR CLARIFY	OWNER / ACTION
Acceptable use	Approved tools, account rules, prohibited prompts, impersonation and harmful content.	
Academic integrity	Assignment-level permission, disclosure, citation, authorship evidence and appeal.	
Student records / privacy	Data-entry restrictions, vendor review, records access and retention.	
Bullying / harassment	AI-generated images, audio, text, deepfakes, doxxing and amplification.	
Procurement	Pre-deployment risk review, contract safeguards, accessibility and annual reassessment.	

Board or district policy language

Core language for formal adoption

Model board policy - adapt before adoption.

Bracketed text should be completed locally. The policy should be read with all applicable federal and state law, board policy, collective bargaining obligations and district procedures.

1. Purpose

[District] permits responsible use of approved artificial intelligence tools when the use has a legitimate educational or operational purpose, protects students and staff, preserves human judgment, and complies with law and district policy.

2. Scope

This policy applies to employees, contractors, volunteers and students using AI through district accounts, devices, networks, data or activities. It includes generative AI and other automated systems that create, rank, recommend, predict, monitor, grade or communicate.

3. Authorization

Only tools approved through the district review process may receive student data, education records, confidential personnel information or district credentials. Consumer tools may be used only within published restrictions and assignment rules.

4. Human accountability

AI output must not be treated as authoritative without appropriate human review. The staff member or student who uses AI remains responsible for accuracy, legality, safety, originality, disclosure and compliance.

5. Privacy and security

Users must not enter confidential or personally identifiable information into an AI system unless the system and data use are expressly approved. The district will apply data minimization, access controls, retention limits, contract safeguards and incident-response procedures.

6. Transparency and review

The district will publish approved tools and meaningful data-use information, provide notice when AI materially influences a student-facing decision, and provide a route to request human review or report a concern.

7. Training and revision

The superintendent or designee will issue procedures, provide role-appropriate training and review this policy at least annually.

Roles, accountability and authority

Name who recommends, approves, operates and reviews

Governance roles

Board / governing body: Approves policy, receives material risk and implementation reporting.

Superintendent: Assigns authority, resources, enforcement and annual review.

AI governance lead: Coordinates review, approved-tool list, training, complaints and change control.

Curriculum / instruction: Defines educational purpose, grade suitability, assignment expectations and learning evidence.

IT / security / privacy: Reviews data flows, account controls, contracts, integrations, retention and incidents.

Legal / records: Reviews applicable law, records status, notices, consent and public-records obligations.

User responsibilities

Educators: Set clear assignment rules, verify output, protect student data and preserve professional judgment.

Other staff: Use only approved tools and never rely on AI alone for high-impact decisions.

Students: Follow assignment rules, disclose permitted use, verify output and avoid harmful or deceptive use.

Parents / guardians: Receive meaningful notice and a route to ask questions, review records and report concerns.

Vendors: Meet contract, privacy, security, accessibility, deletion, incident and transparency requirements.

// DECISION AUTHORITY

DECISION	RECOMMENDS	APPROVES	RECORD / EVIDENCE
Add or remove an AI tool			
Use student data in an AI system			
Use AI for grading, feedback or intervention			
Notify families of a material change			
Respond to suspected harmful AI use			

Risk-tiered review before use

Apply more scrutiny when consequences or data sensitivity increase

No tool is approved because it is popular or free.

Approval is a documented decision about educational value, age suitability, privacy, security, accessibility, equity, human oversight and contract terms.

LEVEL	EXAMPLES	MINIMUM REVIEW
LOW	Staff brainstorming with no student, personnel or confidential data.	Acceptable-use confirmation; no account or data integration.
MODERATE	Student-facing tutoring, translation, writing support or classroom content generation.	Curriculum, age, privacy, accessibility, security and parent-notice review.
HIGH	AI that grades, recommends interventions, monitors behavior, analyzes student records or interacts autonomously.	Formal impact assessment, counsel/privacy review, contract controls, pilot, human-review plan and leadership approval.
PROHIBITED	Unapproved surveillance, emotion inference, discriminatory profiling, sexual deepfakes, impersonation or autonomous discipline.	Do not deploy. Escalate any discovered use.

// PRE-DEPLOYMENT CHECKLIST

Purpose. What learning or operational problem is being solved, and how will success be measured?

People. Which ages, roles and populations are affected? What accommodations or alternatives are needed?

Data. What is collected, generated, inferred, stored, shared or used to train models?

Output. What errors, bias, unsafe content or over-reliance could cause harm?

Control. Can the district configure accounts, retention, logging, content controls and deletion?

Transparency. What will students, families and staff be told, and when is consent or opt-out required?

Human review. Who checks output and handles disagreements, appeals or corrections?

Exit. Can data be exported and deleted when the pilot or contract ends?

Approval record: Tool _____ Owner _____ Risk level _____ Review date _____

Model responsible-use expectations

Practical rules for employees and contractors

Staff may

- ☐ Use approved AI to brainstorm, outline, translate, differentiate or improve accessibility.
- ☐ Create draft communications or instructional materials, then verify and revise them.
- ☐ Use deidentified or fictional examples when testing prompts.
- ☐ Teach students how to question, verify, cite and disclose AI use.
- ☐ Use AI-assisted feedback only when permitted, reviewed by a qualified educator and disclosed as required.

Staff must not

- ☐ Enter education records, IEP/504 information, health, discipline, family, immigration, personnel or security data into unapproved tools.
- ☐ Use AI as the sole basis for a grade, discipline, disability, threat, hiring or other high-impact decision.
- ☐ Present unverified AI output as fact, law, policy, research or professional advice.
- ☐ Create deceptive media, impersonate a person or upload a person's voice, face or work without authority.
- ☐ Require students to create personal accounts or accept consumer terms without approval.

// MODEL STAFF ACKNOWLEDGMENT

I understand that AI is an assistive tool, not an authority. I will use approved systems, protect confidential information, verify output, disclose material AI assistance, preserve human judgment, report harmful content or incidents, and follow assignment, records, accessibility, copyright, civil-rights and procurement requirements.

Name: _____

Role: _____

Signature: _____

Date: _____

Professional records. AI-generated notes, summaries, feedback or decisions may become district records. Use approved systems and follow records-retention requirements.

Acceptable use for K-12 learners

Clear boundaries that can be taught and enforced

Student rule:

Use AI to support learning only when the teacher or assignment allows it. You remain responsible for what you submit, say, create and share.

Students may

Ask for explanations, examples, practice questions or feedback when the assignment allows it.

Use approved tools for brainstorming, translation, accessibility, coding support or revision.

Challenge AI output, compare sources and explain what they changed.

Disclose AI use using the classroom statement or citation method.

Students must not

Submit AI-generated work as their own or use AI on a test when it is not allowed.

Create fake evidence, citations, voices, images, videos, messages or accounts.

Use AI to bully, harass, sexualize, threaten, dox, impersonate or embarrass anyone.

Enter personal, confidential or another person's information into an unapproved system.

// AGE-APPROPRIATE EMPHASIS

GRADE BAND	CORE EXPECTATION	TEACHER EMPHASIS
K-2	Use only with an adult and approved classroom activity.	Stop, ask, keep personal information private, and understand that a computer can be wrong.
3-5	Use approved tools for a specific task and explain what help was received.	Simple verification, privacy, kindness, authorship and trusted-adult reporting.
6-8	Follow assignment labels, disclose use and preserve evidence of personal thinking.	Bias, hallucinations, deepfakes, academic integrity, consent and digital footprints.
9-12	Use AI within discipline-specific standards and document prompts, sources and revisions when required.	Independent verification, professional ethics, copyright, privacy, workplace expectations and accountability.

Student acknowledgment

I will use AI only as permitted, protect privacy, verify output, disclose meaningful assistance, and never use AI to deceive or harm.

Name: _____ Signature: _____ Date: _____

Assignment labels and disclosure

Make permission and proof of learning explicit

Put the AI rule on every assignment where it matters.

A district policy is too distant from the moment a student makes a choice. Use one label below and state any additional subject-specific requirements.

LEVEL 0 NO AI	AI tools are not permitted. The purpose is to demonstrate independent knowledge or skill. Spell-check or accessibility tools must be specifically identified if allowed.
LEVEL 1 IDEAS ONLY	AI may support brainstorming or questions. The student must create the final response independently and disclose the tool and purpose.
LEVEL 2 ASSISTED	AI may help with outline, feedback, translation, coding hints or revision. The student must verify output, preserve original thinking and describe material changes.
LEVEL 3 INTEGRATED	AI use is part of the task. Students should submit prompts, output excerpts, source checks, revisions and a reflection on limitations.

// MODEL CLASSROOM DISCLOSURE STATEMENT

AI use for this assignment: _____

I used _____ to help with _____. I checked the output by _____. I changed or rejected the following parts: _____. The final work reflects my own understanding and complies with the assignment rules.

Student: _____ Date: _____

// SHORT CITATION OPTIONS

USE	EXAMPLE FORMAT
Brief disclosure	AI assistance: [tool], used for [purpose], [date]. Output was checked against [sources/process].
Process log	Prompt - useful output - error found - source checked - revision made.
Teacher-generated material	Drafted with AI assistance and reviewed by [teacher / department] for accuracy and suitability.

Fair review and authentic evidence

Focus on learning, process and documented evidence

Academic integrity procedure

- 01 Identify the assignment rule and the specific concern.
- 02 Review drafts, version history, sources, notes, prompts and the student's explanation.
- 03 Offer a reasonable way for the student to demonstrate authorship or understanding.
- 04 Apply published academic-integrity procedures consistently and document the evidence.
- 05 Use restorative teaching where appropriate: redo, oral defense, process reflection or source correction.

AI detection caution

Do not use an AI detector as the sole basis for a grade penalty or disciplinary action. California's 2026 model policy recommends educator evaluation, alternative assessment and documented evidence, with a way to rebut the allegation. [8]

Design for evidence

Use staged drafts, in-class checkpoints, oral explanation, personal examples, source annotations, process logs and reflection. These show learning more reliably than trying to prove which words came from a model.

Avoid automatic guilt

Writing style, disability, multilingual status, formulaic language or a detector score is not proof of misconduct.

// AUTHORSHIP REVIEW RECORD

ASSIGNMENT RULE	CONCERN / EVIDENCE	STUDENT RESPONSE	DECISION / SUPPORT

V.E.R.I.F.Y. before use

AI output is a draft that requires human review

Use V.E.R.I.F.Y. before AI output reaches a student, family or decision-maker.

V

Verify the claim. Check facts, dates, quotations, calculations, law, policy and names against reliable sources.

E

Examine the source. Open the cited source; confirm it exists, supports the statement and is current.

R

Review for bias and omission. Ask whose experience is missing and whether the output treats protected groups differently.

I

Inspect privacy and safety. Remove personal data, unsafe instructions, inappropriate content and hidden assumptions.

F

Fit the audience and purpose. Check age, reading level, accessibility, cultural context and instructional objective.

Y

You own the result. Revise, document and accept responsibility; do not blame the tool.

High-impact rule

When output could affect a grade, placement, service, safety response, discipline, employment or access, require qualified human review and a route to correct or challenge the result.

Never invent authority

AI may fabricate policies, court cases, citations and research. Use the official source, not a generated summary, for legal or policy decisions.

North Carolina example

NCDPI's EVERY framework asks users to evaluate, verify, edit, revise and remember that the user is responsible for the result. [9]

// OUTPUT CHECK RECORD

OUTPUT / USE	SOURCES CHECKED	ERRORS / BIAS FOUND	REVIEWER / DATE

Data-entry restrictions and safeguards

Use approved tools and the minimum necessary data

Do not enter into an unapproved AI tool

Student names, IDs, email addresses, images, voice recordings or location.

Grades, assessments, IEPs, 504 plans, health, counseling, discipline or family information.

Personnel records, investigations, passwords, security details, legal advice or confidential board material.

Any combination of details that could reasonably identify a student.

Approved use still requires

A defined educational purpose and minimum necessary data.

FERPA analysis, COPPA analysis for children under 13, and applicable state-law review.

Contract terms for use, disclosure, training, advertising, security, retention, deletion and breach response.

Access controls, logging, configuration, staff training and an exit plan.

// PRIVACY DECISION

QUESTION	YES	NO / UNKNOWN
Is the tool on the approved list for this age group and purpose?	Continue.	Do not use; request review.
Can the task be completed with fictional, deidentified or less data?	Use the reduced-data option.	Document why identified data is necessary.
Does the vendor use input or output to train public or shared models?	Do not enter protected data unless a specifically approved closed configuration and contract prohibit that use.	Verify contract and settings.
Will AI-generated content become an education record?	Apply access, correction, retention and disclosure procedures.	Document the determination.
Can the district retrieve and delete the data?	Record process and deadline.	Do not approve until resolved.

Federal baseline. The Department of Education advises teachers to use district-approved applications and warns that online tools may introduce security or privacy vulnerabilities. FERPA school-official use requires direct control and no unauthorized use or redisclosure. [2][3]

Clear boundaries and response

Protect safety, privacy, dignity and authentic learning

The following uses are prohibited unless a narrower use is expressly authorized by law and district policy.

Harm and deception

Creating or distributing sexual, humiliating or threatening deepfakes; impersonating a student or employee; fabricating evidence, citations, messages, signatures, records or emergency information.

Unreviewed high-impact decisions

Using AI alone to grade, discipline, determine disability services, assess threat, diagnose, evaluate staff, select students, deny access or communicate a binding decision.

Privacy and exploitation

Doxxing, identifying anonymous students, inferring sensitive traits, using confidential data for model training, targeted advertising, commercial profiling or unrelated product development.

Unapproved surveillance

Continuous monitoring, emotion recognition, biometric identification or social-media monitoring without explicit legal, policy, necessity and proportionality review.

Unsafe content

Generating instructions that facilitate violence, self-harm, exploitation, malware, evasion of safety controls or other unlawful conduct.

Academic deception

Submitting generated work as original, using hidden AI during prohibited assessments, fabricating research or using AI to defeat integrity controls.

// RESPONSE TO A PROHIBITED USE

Protect. Address immediate safety and stop further distribution or access.

Preserve. Record accounts, dates, URLs and context without unnecessary copying of harmful material.

Report. Use student-safety, IT, privacy, Title IX, law-enforcement or mandated-reporting routes as applicable.

Support. Provide victim-centered support and avoid blaming the person depicted or targeted.

Investigate fairly. Follow policy, preserve due process and avoid relying on AI detection alone.

Correct. Remove access, reset accounts, notify affected people and update controls.

Companion resource. For detailed deepfake safeguarding and victim response, use the free school guidance at getintocyberjobs.com/school.php.

Parent and guardian notice

Explain purpose, data, limits and review rights

Model parent / guardian notice

Replace bracketed text and issue through the district's normal notice and language-access process.

Subject: How [District / School] uses artificial intelligence tools

[District / School] may use approved artificial intelligence tools to support teaching, accessibility, translation, tutoring, feedback and school operations. AI can produce inaccurate, biased or inappropriate output, so staff remain responsible for reviewing its use and results.

We will use AI only for defined educational or operational purposes. Staff and students must follow approved-tool, privacy, academic-integrity and conduct rules. Education records or other confidential information may be entered only into systems that have been reviewed and approved for that purpose.

Students will be told when AI is permitted on an assignment and how to disclose meaningful use. AI output will not be the sole basis for a high-impact decision about a student. [Describe any AI system that directly interacts with students, grades work, recommends interventions or collects additional data.]

Approved tools and data-use information are available at: _____

Parents / guardians may ask questions, request access to applicable education records, report concerns, or request human review of an AI-influenced decision by contacting: _____

[Add state-specific consent, opt-out or annual notice language identified by counsel.]

Sincerely,

// NOTICE CHECKLIST

- ☐ Purpose and educational benefit
- ☐ Tool / provider and affected ages
- ☐ Data collected, generated and retained
- ☐ Human review and limitations

- ☐ Parent and student rights
- ☐ Contact and complaint route
- ☐ Consent / opt-out where required
- ☐ Language and accessibility needs

AI concern and incident form

Document facts, protect people and route the issue correctly

AI concern / incident report

Date and time: _____ Reported by: _____

Tool / account / class / system: _____

Type: accuracy privacy bias safety integrity

People or systems affected: _____

What happened? Separate confirmed facts from assumptions.

Data entered, generated, exposed or shared:

Immediate protection or containment:

Escalate immediately when

There is danger, sexual content involving a minor, threats, self-harm, exploitation, unauthorized student-data disclosure, compromised accounts, discriminatory impact, or continued public distribution.

Review owners

Student safety: _____

IT / security: _____

Privacy / records: _____

Academic / HR: _____

Communications: _____

// REVIEW LOG

TIME	ACTION / FINDING	OWNER	NOTIFICATION / EVIDENCE

Adoption checklist and annual review

Policy becomes real through training, evidence and revision

Before launch

- ☐ Policy owner and governance group appointed.
- ☐ Approved-tool review and risk levels defined.
- ☐ Privacy, security, accessibility and contract checks completed.
- ☐ Staff and student rules published.
- ☐ Assignment labels and disclosure statement issued.
- ☐ Family notice and complaint route prepared.

During implementation

- ☐ Role-specific training completed.
- ☐ Small pilot used before broad deployment for moderate/high risk systems.
- ☐ Errors, complaints, overrides and disparate outcomes recorded.
- ☐ Tool settings and data retention checked after updates.
- ☐ Students and families can ask for human review.
- ☐ Unapproved tools are identified and addressed.

// ANNUAL REVIEW SCORECARD

AREA	EVIDENCE TO REVIEW	RATING / ACTION
Educational value	Learning outcomes, teacher workload, accessibility and student feedback.	
Accuracy and safety	Errors, harmful output, incidents, overrides and complaint themes.	
Privacy and security	Data maps, contract changes, subprocessors, retention and breaches.	
Fairness and access	Availability, accommodations, language access and differential impacts.	
Academic integrity	Assignment clarity, review consistency, appeals and authentic evidence.	
Training and governance	Completion, policy exceptions, unapproved use and corrective actions.	

Decision: Continue ☐ Modify ☐ Restrict ☐ Retire ☐ Re-review date _____

Adapt the policy to state law

Official state examples - not a national substitute

State requirements and guidance vary.

Complete this addendum with district counsel before adoption. Do not assume a model from one state satisfies another state's law.

California example

California released a statewide model AI policy in June 2026. It addresses academic disclosure, AI detection, privacy by design, informed consent, parent review, approved vendors, pre-deployment review and output verification. The CDE states the model is exemplary and should be adapted locally. [7][8]

North Carolina example

NCDPI's guidebook encourages local guidelines, AI literacy across grades, responsible classroom integration, student-data protection and the EVERY verification framework. [9][10]

// LOCAL STATE ADDENDUM

REQUIREMENT / QUESTION	LOCAL ANSWER / CITATION	OWNER
Does state law require a board policy, model policy, public notice, consent or opt-out?		
Are there special contract terms for student data, AI training, advertising or deletion?		
Are biometric, emotion-recognition, surveillance or social-media monitoring uses restricted?		
What parent / eligible-student access, correction and human-review rights apply?		
What records-retention, public-records and breach-notification rules apply?		
What accessibility, procurement and civil-rights reviews are required?		

Document sources. Record the current state statute, regulation, state education department guidance, effective date and date last checked.

Federal and state references

Official government sources only

Source policy:

This toolkit uses official U.S. federal and state government sources only. Guidance, regulations and state law may change; verify links and requirements before adoption.

- [1] **U.S. Department of Education.** Guidance on Artificial Intelligence Use in Schools, July 22, 2025 - responsible adoption, privacy, appropriate social-media use and parent/teacher engagement. <https://www.ed.gov/about/news/press-release/us-department-of-education-issues-guidance-artificial-intelligence-use-schools-proposes-additional-supplemental-priority>
- [2] **U.S. Department of Education, Student Privacy Policy Office.** FAQ: using an online tool or application under FERPA. <https://studentprivacy.ed.gov/faq/i-want-use-online-tool-or-application-part-my-course-however-i-am-worried-it-violation-ferpa>
- [3] **U.S. Department of Education, Student Privacy Policy Office.** Protecting Student Privacy While Using Online Educational Services. <https://studentprivacy.ed.gov/resources/protecting-student-privacy-while-using-online-educational-services-requirements-and-best>
- [4] **National Institute of Standards and Technology.** Artificial Intelligence Risk Management Framework 1.0. <https://www.nist.gov/publications/artificial-intelligence-risk-management-framework-ai-rmf-10>
- [5] **National Institute of Standards and Technology.** Generative Artificial Intelligence Profile, NIST AI 600-1. <https://www.nist.gov/publications/artificial-intelligence-risk-management-framework-generative-artificial-intelligence>
- [6] **U.S. Department of Education, Office for Civil Rights.** Avoiding the Discriminatory Use of Artificial Intelligence, November 2024. <https://www.ed.gov/about/ed-offices/ocr/news-room>
- [7] **California Department of Education.** Artificial Intelligence - Guidance for the Safe and Effective Use of AI in California Public Schools. <https://www.cde.ca.gov/ci/pl/aiincalifornia.asp>
- [8] **California Department of Education.** Model Policy: Artificial Intelligence in Education, June 2026. <https://www.cde.ca.gov/ci/pl/aipolicy.asp>
- [9] **North Carolina Department of Public Instruction.** NCDPI Releases Guidance on the Use of Artificial Intelligence in Schools. <https://www.dpi.nc.gov/news/press-releases/2024/01/16/ncdpi-releases-guidance-use-artificial-intelligence-schools>
- [10] **North Carolina Department of Public Instruction.** AI Resources and current support for responsible implementation. <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-learning-school-connectivity/ai-resources>

Recommended adoption step. Attach the district approved-tool list, data-privacy review process, assignment disclosure standard, family notice and state-law addendum before board approval.