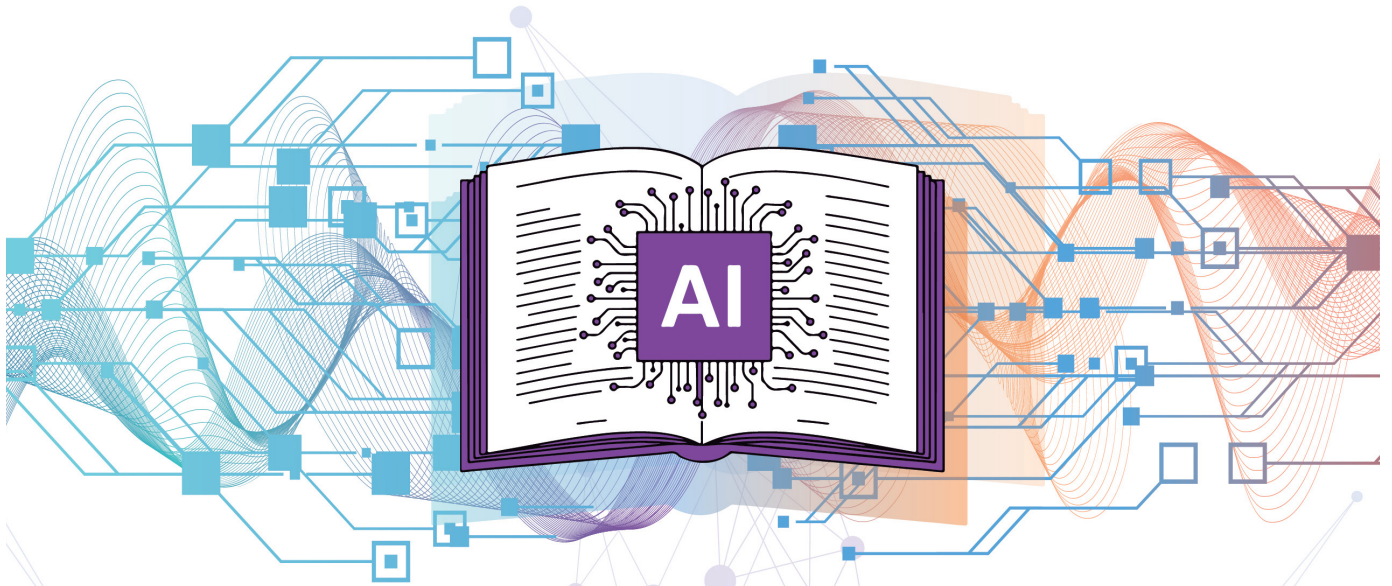
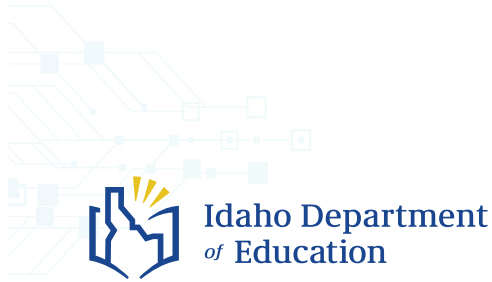




Generative Artificial Intelligence in Education Framework



Idaho Department
of Education



Artificial intelligence is changing the world our students will enter after graduation, and it is our responsibility to ensure they are prepared to navigate it thoughtfully, safely, and confidently. Just as importantly, we have a responsibility to ensure that AI is introduced in developmentally appropriate ways, to protect student privacy, and to reflect the trust parents place in our public schools.

With the passage of Senate Bill 1227 during the 2026 legislative session, Idaho has taken an important step in providing a clear, responsible path for the use of artificial intelligence in our public schools. Rather than reacting to this rapidly evolving technology, we're leading with purpose to ensure AI strengthens teaching and learning while protecting students and supporting educators.

That commitment is reflected in the Idaho Department of Education's Generative Artificial Intelligence in Education Framework. Developed by a statewide working group of educators, technology leaders, cybersecurity experts, and education stakeholders, this framework offers practical, human-centered guidance for Idaho's K-12 school system. It is designed to help schools build AI literacy while ensuring AI is used in ways that are safe, age-appropriate, transparent, and aligned with the best interests of students and families. Our goal is to equip students with the knowledge, critical thinking skills, and ethical foundation they need to navigate an increasingly AI-driven world with confidence and responsibility.

Superintendent Debbie Critchfield

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Purpose

Idaho is paving the way for educators and students throughout the state to become AI literate and prepared for an ever-changing workforce. When SB 1227 was passed during the 2026 legislative session, Idaho became a leader in both artificial intelligence (AI) and generative artificial intelligence (GenAI). Through the efforts of an accomplished AI work group, Idaho is providing guidance to the K-12 system to become prepared in supporting students, educators, administrators, and community members through transformative technological change. This framework is to support districts, schools, and charters in adoption of policy as well as provide guidance and considerations for implementation.

The Idaho Department of Education is committed to a human-centered approach in supporting K-12 public education as we thoughtfully integrate AI and GenAI. With effective training and support, educators will be able to focus on human interactions that produce authentic learning, alleviating workloads for tasks that can be automated. GenAI has the potential to streamline everyday tasks, spark new ideas, and free up time for educators to do what matters most: connect with students. Through this K-12 Framework for Generative Artificial Intelligence in Education, the Department supports the balance between delivering leading-edge education while safeguarding students through a collaborative effort between education and cybersecurity experts. As AI continues to evolve, this document will as well.

The Department is committed to reviewing and revising this framework on an annual basis.

Executive Summary

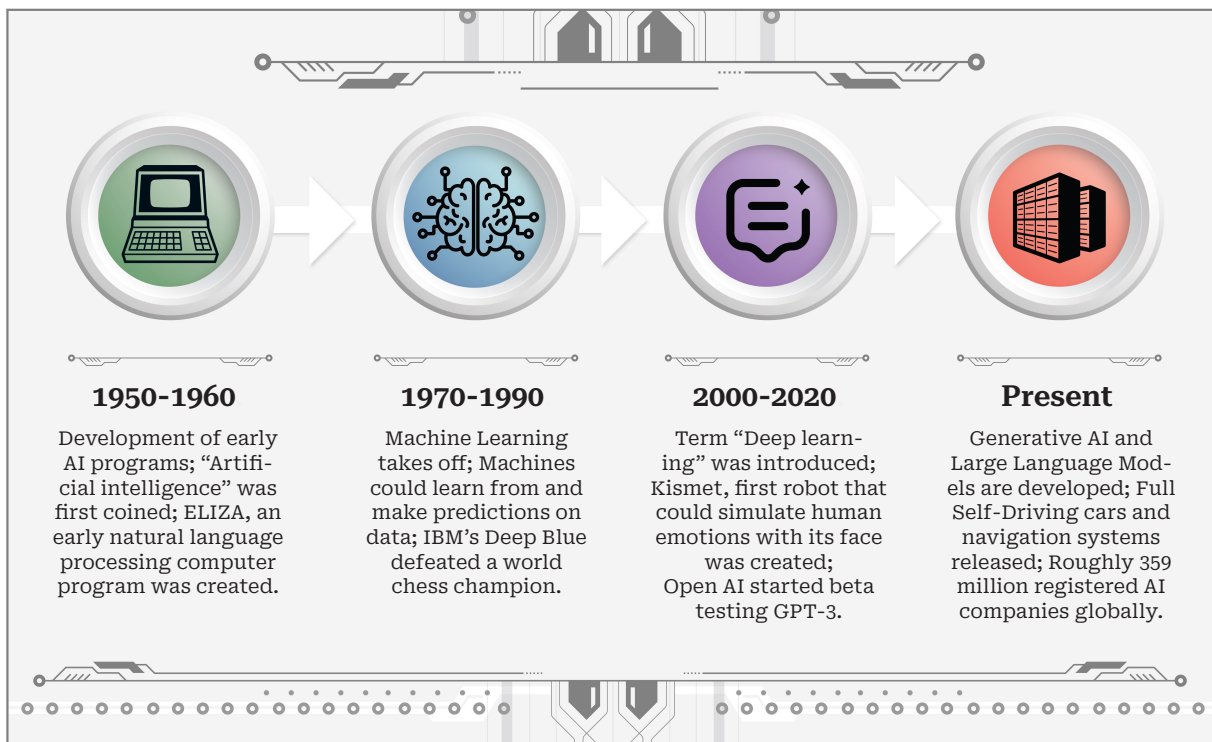
Experts across the nation have been exploring the role AI and GenAI should play in education since 2022 when ChatGPT exploded into the public view, revealing the power of large language models and other GenAI tools. The Artificial Intelligence for K-12 Initiative (AI4K12) has provided five big ideas that should be considered when looking at the K-12 educational system: perception, representation and reasoning, learning, natural interaction, and societal impact. These five considerations are intertwined throughout the following framework, which also references other existing state frameworks and national partners in AI in K-12 education (AI4K12, 2020). When considering AI and GenAI in public schools, we must differentiate between being able to use an AI tool and having a deeper AI literacy, which is our goal for Idaho educators and students. AI literacy is defined as representing technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. AI literacy enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications (aiEDU: The AI Education Project, 2025). This framework, along with the K-12 AI Standards, aims to support the development of an AI literate Idaho.

Historical Timeline

While GenAI may seem like a recent development, the concepts behind artificial intelligence have been evolving for decades. As early as the 1940s, researchers such as Alan Turing were exploring the foundations of machine intelligence and computer-based problem solving. In the 1960s, some of the first adaptive tutoring systems emerged, demonstrating the potential for technology to personalize learning experiences.

Over the following decades, advances in computing power, data processing, and machine learning led to the widespread integration of AI into everyday life. By the 2000s, AI was quietly powering tools such as GPS navigation, recommendation engines, fitness trackers, search engines, and digital assistants. While these technologies used AI to analyze information and support decisions, they generally focused on recognizing patterns and providing recommendations.

The public's awareness of AI expanded dramatically with the release of ChatGPT in late 2022 and its rapid adoption throughout 2023. GenAI marked a significant shift from systems that primarily analyzed information to systems capable of creating new content, including text, images, audio, video, and code. As AI continues to evolve and emerging technologies such as Agentic AI begin to take shape, it is increasingly important for educators and students to understand the foundations of artificial intelligence, how these systems work, and how they can be used responsibly, effectively, and ethically.



Guiding Principles

AI presents both opportunities and challenges for education. As AI tools become more common in classrooms, workplaces, and daily life, educators must make thoughtful decisions about how these technologies are introduced, used, and monitored. The goal is not simply to adopt AI, but to ensure it is implemented in ways that support student success, strengthen teaching and learning, protect privacy, and reflect Idaho's values.

The following guiding principles are intended to provide a foundation for decision-making as schools, educators, students, and families navigate the evolving landscape of AI. These principles will help inform the development of resources, professional learning, local policies, and classroom practices while maintaining a focus on student learning, human relationships, safety, and responsible innovation.



AI is used to help all students achieve their educational goals

Idaho will use AI in K-12 public schools to support students to achieve their educational goals through improving student learning, educator effectiveness, and school operations. The Department is focused on using AI to simplify tasks and support school systems. This will allow them to spend more time being present and connected with students.

AI does not replace a teacher

Idaho will take a human-centered approach to AI in K-12 public schools. We will prioritize the needs, abilities, and experiences of human educators to be experts in the classroom on how to teach and lead students. AI will increase opportunities for educators to have deeper interactions that lead to more meaningful learning. Idaho recognizes that strong reading, writing, mathematics, communication, critical thinking, and problem-solving skills remain essential for student

success. AI should be used to enhance and support learning, not replace the development of foundational knowledge and durable skills.

AI literacy and education for staff, students, families, and community

Idaho will prioritize professional development for educators and will provide support in helping educators see AI as an instructional tool to meet educational objectives. Idaho is committed to supporting students in becoming AI literate in the digital age and supporting families and communities in understanding the work that is happening within K-12 public schools within AI.

AI usage will prioritize ethics, legality and safety

Idaho will put protecting personal identifiable information (PII) first. All AI tools and resources must comply with protection laws. No PII should ever be uploaded or used within an AI system without understanding the protections that are in place to keep individuals safe. Idaho districts, schools, and charters will be expected to ensure that all resources protect student data through appropriate safeguards and procedures. (Netskope, 2026)

AI is a tool inside and outside of the classroom

AI is a tool that is used inside and outside of the classroom that shows up every day. It uses data to learn patterns and make predictions. Idaho will focus on helping students, educators, and families to see when and how AI is being used in a variety of settings such as language translation and adaptive learning tools. AI should be used when it meaningfully supports a clearly identified educational, operational, or instructional need.

AI usage is transparent and accountable

Idaho is committed to transparency of AI integration in the education system. Idaho districts, schools and charters will be expected to communicate with communities and families around AI usage. Policies, procedures and actions that connect to AI will not be done without proper communication but done with transparency and accountability in mind. These policies and procedures should be shared with families and the community.

AI Literacy and Readiness

We are living in a rapidly progressing digital world where the workforce is continuously evolving. The World Economic Forum's 2025 Jobs Report indicates that 22% of all jobs will be disrupted by 2030, with nearly 40% of job skills expected to change due to AI (World Economic Forum, 2025). Many of these jobs will require augmentation of human skills. Preparing learners for the future requires more than understanding AI tools; it requires helping them adapt, learn and thrive in a rapidly changing world. There is a shared responsibility to help prepare Idaho students to step into future career opportunities.

To better support students, educators must first build their own AI readiness to effectively guide students through this learning, in age-appropriate ways. This comes with meaningful professional development that focuses on larger concepts that are transferable no matter what AI tool

an educator is utilizing. Idaho students must develop readiness before engaging with AI tools, to ensure students build the foundational skills to understand and use the content, starting at an early age. AI Readiness is defined as the knowledge and capabilities needed to apply one's human advantage with evolving technology (aiEDU, 2025). AI literacy should be embedded across all subject areas, not just computer science or technology course work, and introduced as early as elementary grades through age-appropriate standards.

A person is AI ready when they can leverage the combination of core content knowledge and durable skills such as critical thinking and collaboration alongside AI to achieve future goals and aspirations (aiEDU, 2025).

AI literacy and readiness vary depending on the age and developmental level of the students exploring these concepts. Measuring AI literacy can be as simple as data collection at lower grades, describing the difference between AI models, considering the benefits, and the costs to utilizing AI in the upper grades. As you explore the next section on age-appropriateness, keep in mind that building foundational groundwork early supports overall student learning. AI literacy should be viewed as a complement to, not a replacement for existing academic standards and instructional priorities. The goal is not simply to teach students how to use AI tools, but to prepare them to think critically, make informed decisions, evaluate information, solve problems, and participate responsibly in a society increasingly influenced by AI.

Training Supports and Considerations

Instructional Staff

The Department prioritizes AI literacy training for instructional staff throughout the state. This will be grounded in best practices and develop educators to utilize any AI tool that is accessible to them. The focus will be on building AI literacy and readiness within instructional staff. There will be a variety of opportunities to engage with training, and it will be delivered in a variety of ways (in person, hybrid, virtual). The goal will be to meet instructional staff where they are at in their AI learning.

While platforms and tools are important, the underlying theme of training should focus on best practices in ethical AI use. Through public private partnerships, the Department will bring training regionally throughout the state. It is important that instructional staff have ongoing opportunities to engage in learning and training to support staff readiness. As technology continues to change and grow, it is important that districts, schools and charters continue to support their staff's professional growth with meaningful, policy aligned training.

School Support Personnel

School systems rely on a wide range of professionals beyond classroom educators. The Department values supporting business office staff, paraprofessionals, counselors, office staff, communications personnel, technology teams, nutrition services, and operational departments as all these individuals are key to the effectiveness of schools and student success.

Many of these professionals regularly manage communication, scheduling, planning, organization, information processing, customer service, and workflow tasks that may be positively supported through responsible AI use. These professionals engage with students daily in and outside of the classroom. However, non-academic personnel are often excluded from formal AI professional learning opportunities despite being directly impacted by evolving technologies. We must not forget about these populations when exploring training around AI implementation. Supporting these groups will allow for broader organizational capacity.

Administrators and District Leaders

The Department understands the importance of supporting the whole system from instructional staff to support personnel to leaders. The Department will be providing training and support for leaders to be able to lead their districts, schools and charters through becoming AI ready.

It is important that district, school and charter leaders lead by example. Through the roll out of AI policy and procedures, we must keep best practices in change management top of mind and recognize that the changes that come with implementation of AI can cause fear and stress for staff. Leaning into change management tools will support the work and promote successful implementation of AI. To support buy-in from staff it is important to acknowledge the reality of what is happening, communicate the why, clearly explain supports and expectations. It is important to be open and transparent to support change.

As districts, schools, and charters begin the process of implementation, human centered focus should be at the forefront. Becoming familiar with the tools that staff are being asked to implement is an important step to support the work that is happening. When leaders understand what is being asked of their staff, they are better positioned to provide meaningful support. As districts, schools, and charters begin building their wider AI ecosystem, it will be important to consider and evaluate where funds are being spent. Educators, staff, students, and families will need to be trained and supported.

Age Appropriateness

To support Idaho's K-12 students, educational systems must take a holistic approach to AI literacy and readiness. This work starts with the youngest learners and evolves as students navigate their own educational experiences. AI literacy should be embedded across all content areas, grade levels, and instructional environments. This does not mean that all content areas and grade levels have students engaging with AI tools but learning the deeper durable skills that are needed to enter an ever-changing world. AI should not be used for cognitive offloading, but rather cognitive augmentation. AI should support complex reasoning. Students should continue to learn, practice, and demonstrate core academic skills independent of AI with a qualified and trained teacher.

AI as an instructional tool

Educators can use AI to support instruction in a number of ways, from planning and preparation to classroom delivery. It should be a tool to support an educator, never to replace an educator. As educators use AI to streamline their own planning and workflows, they should also explore how to use AI as an instructional tool to support student learning. There are a number of ways that educators can use AI to support student learning. Many of the following ideas span K-12; some may be more appropriate for specific grade levels. When using AI as a tool, educators should treat all output as a first draft. Content should always be reviewed for accuracy, appropriateness and alignment, and revised before being used in instruction. This includes images, videos, computer code, and digital resources. Student identifiable data should not be entered into any AI tool that is not secure and fully compliant with FERPA, COPPA, and any other national or state laws regarding student data privacy and use. Keeping student data safe and private is essential.

Some examples of ways educators could utilize AI as an instructional tool to support planning and instruction:

- Develop a variety of decodable stories for students in alignment with sight words
- Develop themed lessons that align with class interests
- Build visual cues for classroom processes and procedures
- Develop passages for classroom reading that aligns to students reading levels
- Develop guided notes for students who need additional scaffolding
- Provide visuals to support learning
- Create rubrics based off standards or learning targets

K-2 Guidance and Instructional Ideas

In K-2 education, the focus should be on early data literacy, digital literacy, and computer science skills. Much of the learning students, in early grades, should focus on human interaction and relationships. Students should be able to identify human versus non-human interactions and describe, in simple terms, how AI appears in their daily lives through everyday tasks. Educators and students should reinforce that AI is a non-human tool and should not be referred to as human characteristics or pronouns. Some key vocabulary to support K-2 students are real, artificial, algorithm, intelligence, and training (International Society for Technology in Education [ISTE], 2024).

Instructional Ideas:

- Have students explore how technologies used in daily life have changed over time through discussion, exploration, and interaction with peers and grownups in their lives.
- Read stories with students that discuss human vs. non-human interaction and why it is important to understand the difference. Expand into exploring what humans do well vs. what do computers/technology do well.
- Have students engage in sorting and algorithmic thinking.
- Help students understand what identifiable data vs. non-identifiable data is.

3-5 Guidance and Instructional Ideas

As students' progress in their learning continuum, they will begin to explore the growing complexity of AI. Students should have opportunities to use vocabulary that supports their digital literacy to be able to grow to become AI literate in later grades. Students will continue to build durable skills, and educators should continue to reiterate that AI is a non-human tool that should never hold human characteristics. Deeper conversations about bias in data should be encouraged, with educators guiding students toward understanding accuracy and responsible data practices. Students should also become familiar with key vocabulary such as reliability, prediction, classification, machine learning, and prompts (ISTE, 2024).

Instructional Ideas:

- Students are provided with age-appropriate reading opportunities around how emerging technologies are being used in today's world.
- Students explore scenarios that show cause and effect relationships.
- Educators provide age-appropriate examples of human-generated and AI-generated outputs and guide students in evaluating them for accuracy, bias, effectiveness, and quality.
- Students can build and develop decision trees and track the decision-making process as decisions are made.

6-8 Guidance and Instructional Ideas

As students move into middle school, their engagement with AI should deepen and become more advanced. Students should begin interacting with AI at a more direct level. This could include opportunities to train AI models, form hypotheses about how models may change as new data is introduced and explore phenomena such as hallucinations in outputs. They should also examine evidence of both the beneficial and harmful impacts of AI in daily life. With teacher support, students at this level should begin to articulate when it is appropriate or inappropriate to use AI tools, including understanding what AI is well-suited for compared to human strengths such as creativity, ethical reasoning, empathy, and complex judgment. During this time, students will be able to begin to articulate what AI is good at and what humans are good at and be able to determine when it is appropriate for AI to be used and when it is not. Key vocabulary introduced at this stage should include training data, data bias, accuracy, classification, and hidden processes (Computer Science Teachers Association & AI4K12, 2025).

Instructional Ideas:

- Have students keep a prompt journal and take time and opportunities to revise, test, evaluate and review prompts.
- Explore how jobs and workers' tasks have changed as emerging technologies have become more prevalent, discuss how this is changing career paths.
- Have students build classification rules and then test and refine their rules on data sets based on human and AI feedback/responses.
- Discuss and research the societal consequences of AI usage.

9-12 Guidance and Instructional Ideas

High school provides an opportunity for students to engage with content at an even deeper, more advanced level, including concepts aligned with AI literacy. All Idaho students should graduate as AI literate individuals who can successfully navigate the use of AI in an ever-changing digital world. At this level, students should be able to identify when it is appropriate or inappropriate to use AI, understanding it as a tool to support efficiency and automate certain tasks without replacing critical thinking or human judgment. Educators should support students in evaluating AI-generated outputs for bias, accuracy, and potential harm. Students should have opportunities to research, analyze, and defend the impacts of AI use, as well as engage in informed discussions about the effectiveness of policies and regulations related to technology and safety. All high school students should also be exposed to key vocabulary such as critical evaluation, justification, audit, and societal impacts (CSTA & AI4K12, 2025).

Instructional Ideas:

- Have students create classroom rules around AI usage, discuss when it is ethical and appropriate to use AI and when it is not.
- Have students interact with AI in a closed model that controls the data that students can access.
- Build and refine prompts to better understand the power of prompt engineering.
- Research and articulate AI usage in a larger technology ecosystem; identify how AI tools connect with and impact a variety of technologies.

Families and Community

Families are children's first and most important educators. Supporting them in understanding how AI and GenAI tools will be used within the school system is vital. As AI becomes increasingly integrated into education, communication, work, and daily life, many families are looking for practical guidance about what AI is, how students are using it, and how to respond appropriately. The goal of the Department is not to turn parents and community members into AI experts but to provide them with the support that they need to be able to understand and support what students are doing in their classrooms. Through this support, the Department hopes to build family confidence, engagement in informed conversations, and support responsible balanced use of AI at home.

As districts, schools, and charter schools begin or continue conversations about implementing AI, it is important to create opportunities for meaningful two-way communication with families and community members. Providing opportunities for families to share feedback as AI tools, policies, and standards are developed and implemented helps build trust and fosters a broader culture of AI literacy throughout the community. Establishing a consistent process for gathering and responding to feedback also enables schools to better understand community perspectives, provide meaningful support to families, and promote greater awareness of how AI is being used within the school system.

The Department will provide families and community members with resources designed to provide practical, accessible guidance and build underlying understanding of AI and GenAI. These resources will be ready to use and support rich family conversations.

Appropriate and Inappropriate Uses

While AI can be a tool to ease educator workload, it also comes with risks. This section outlines guidance for responsible use and areas where caution is needed.

Responsible Use of AI

When students are exploring how to integrate and learn about AI within the K-12 education system, it is important that this is done in a way in which an educator is providing guidance and oversight. Educators will clarify if, when, and how AI tools will be used. Instruction must remain human-centered, even as AI tools become part of the learning environment.

As AI is introduced into classrooms, it is essential that it serves as a tool to enhance learning rather than replace student thinking. AI should never do the thinking for students. Instead, students must continue to develop durable skills such as critical thinking, and problem-solving, so they can evaluate, question, and challenge AI-generated outputs. When used responsibly, AI should support students in deepening their understanding and engage in higher levels of thinking or cognitive augmentation, rather than cognitive offloading, where the technology replaces the mental work students need to do themselves. Educators should intentionally design learning experiences that encourage students to critically evaluate AI-generated information, recognize its limitations, and use it as a tool to strengthen, not substitute, their own thinking.

Opportunities for responsible AI usage would be aiding students in their creativity, collaboration, tutoring support, or content enhancement. These opportunities should be intentional and aligned with learning goals, not introduced for the sake of using technology.

Safe Boundaries and Limitations of AI

Implementation of AI in the classroom must be done in a safe manner. It is important for educators to first understand how a tool works and how it collects and stores data. Student identifiable data should never be entered into AI tools without a clear understanding of the safeguards the tool provides. This includes student names, specific accommodations, and any other personally identifiable information. When educators are utilizing the tool for planning or modifying lessons and content, it is important that appropriate prompts are used (aiEDU, 2025).

AI should not be overused for feedback for students, and anything that AI is used for should be reviewed and revised by the teacher prior to being presented to a student. AI should never take the lead on and replace human judgment in the following areas:

- High-stakes, personal or emotionally sensitive feedback
- Formative feedback that depends on authentic teacher-student relationships

- 
- Assessment of creative, deeply personal or nuanced work
 - Final decisions on grades, placement or disciplinary actions
 - Special education eligibility, student mental health assessments or school safety determinations

Academic Integrity and Assessment

Academic integrity is “the agreements about student learning and how students will show that learning.” Cheating is “When the agreements about student learning are broken.” (aiEDU, 2025)

Academic Integrity

The Department sees academic integrity as preserving original thinking while still embracing AI to enhance learning. The students’ thinking should be at the forefront of all tasks as they are the drivers of their performance. As districts, schools and charters build policy and procedures, it is recommended that a disclosure of practice is being utilized, especially at the higher levels. Transparency in both educator and student usage will support implementation and appropriate usage. It is key that students begin to learn the process of disclosing when AI is utilized to support their thinking. It is also key for educators to acknowledge with students when they have utilized AI as a teaching tool. These practices will increase student comfort level in disclosing their own AI usage.

When looking at classroom practices, it is important for educators to put procedures and practices in place for students to understand when and how they can utilize AI within their learning. One example that can support this process is the AI Assessment Scale (AIAS) (Perkins et al., 2024).

The AI Assessment Scale

1.	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2.	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3.	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4.	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5.	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale.

This allows students to have clear expectations throughout the learning, not simply on the final product. Student learning happens through instruction, and it is key to support that learning the entire process and not simply on the summative assessment. Students should be assessed along the way and not just simply the final product.

While AI tools allow opportunity to enhance learning, if not done in a meaningful and thought-out manner, it presents opportunities for misuse. We do not want students to be utilizing AI to misrepresent their abilities.

There are a number of ways to identify if a student is breaking the agreed upon learnings. At this time, AI detection software has been shown to be inconsistent in accuracy and easily manipulated. It should never be solely relied upon and used for final decisions no matter what tool is being utilized. In today's changing world, it is more important than ever for educators to use their expertise in knowing their students' abilities and skillsets. Some key things for educators to keep an eye out for in students' work that can support educators are:

- Is the work too generic and doesn't account for what they do and don't know?
- Does the work assume that all students have the same prior knowledge and no learning gaps, and does it fail to connect to students' lives or personal experiences?

Assessment

Assessment within Idaho should first and foremost be aligned with standards to allow students to demonstrate evidence of their learning in a variety of ways. These standards may include the Idaho Content Standards, standards defined by concurrent enrollment of courses, or those established by Advanced Placement courses. Assessment in this context includes both formative and summative measures.

At this time, the Department will not be rolling out any kind of state level assessment to gauge AI literacy or readiness within students. We will continue to support educators, administrators, district leaders, and community members in learning how to support students in the ever-changing digital world.

As K-12 AI Standards are introduced, like all standards, districts, schools, and charters would be expected to teach and assess students' knowledge on these standards. Importantly, assessing AI literacy does not necessarily require students to use artificial intelligence tools. Just as students can learn about the internet, media literacy, cybersecurity, or digital citizenship without directly engaging with every technology discussed, students may demonstrate their understanding of AI concepts, impacts, ethical considerations, limitations, and responsible use through a variety of instructional and assessment approaches. The specific methods used to teach and assess future AI standards will depend on the standards themselves and remain a local decision of schools and districts. This can be done through ongoing formative assessment or more explicit summative assessments. These assessments can be done with or without technology. Classrooms that move away from tasks that AI can easily do and move more toward richer and deeper tasks will have more opportunity to assess students' learning. It will be key that students are assessed on the full learning process and not simply facts.

Platform Purchasing

When districts, schools, or charters determine that there is a need for an AI tool to support their educators and students, there are several considerations that need to be thought through. When exploring what tool is best for the district or school, the first question that should be asked is, "What problem are we trying to solve?" that will give guidance on what tools to explore. Districts, schools, and charters are not recommended to purchase a product simply to make sure that they have access to an AI tool. Once the problem is identified, and exploration has begun around tools, the next step is learning how a product will be supported. Will employees be trained on the tool? Will they have the opportunity to try the tool prior to purchase? Lastly, it is extremely important that the tool aligns with the district, school, or charters' vision of what teaching and learning looks like within the system. The tool shouldn't drive the vision; the vision should drive the tool.

When choosing a tool for a district, school, or charter, it is important to have a cybersecurity mindset in place. Like any technology tool or platform, when adopting AI platforms, there should always be a vetting process.

Key things that should be addressed when talking with a vendor are:

- How is our data being used within the system?
- How is user data collected, analyzed, shared, or used to ensure data isn't being used for training purposes?
- What data is retained, who has access to it, and when is it deleted?
- How are you keeping student and teacher data safe?
- Is your tool compliant with COPPA, FERPA, PPRA, CIPA, IDEA, Title VI, your state student data privacy laws, and any state AI legislation?

After a tool is selected, a district, school or charter should always require a Data Privacy Agreement (DPA) with the vendor. This protects the district, school, or charter through a legally binding contract to ensure that all sensitive data is handled with care and oversight.

Some key components to make sure are a DPA are:

- Data ownership
- Data use limitations
- Types of data covered
- Compliance requirements
- Data security measures
- Data retention and deletion process

Closure

With the ever-changing nature of AI and emerging technologies, this framework will be reviewed and updated as needed. Through collaboration efforts with industry, legislative partners, Office of the State Board, and other appropriate partners, this Framework will be evaluated and updated no less than once a year.

Glossary

Agentic AI: AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

AI Companion: A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

AI Literacy: AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

AI Readiness: AI Readiness is the knowledge and capability needed to apply one's human advantage with evolving technology.

Artificial Intelligence (AI): A branch of computer science focused on building systems capable of performing tasks that typically require human intelligence. AI leverages massive data sets and computational power to make predictions, increasingly impacting various aspects of our daily lives.

Automation: The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.

Chatbot: An artificial intelligence program designed to simulate conversation with human users. Primarily designed to meet the user's intent and provide a positive output for the user.

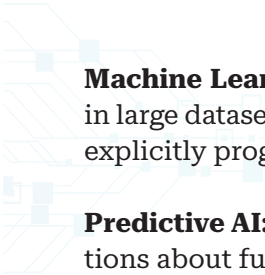
Generative AI (Gen AI): GenAI is a subset of machine learning and AI specifically designed to create new content, including text, images, audio, code, video, or synthetic data based off a prompt.

AI Hallucination: Instances where an artificial intelligence system generates information that is incorrect, misleading, or entirely fabricated, but presents it as if it were true.

Human-Centered: An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human → AI → Human).

Human-in-the-loop: A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

Large Language Model (LLM): A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.



Machine Learning: A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

Predictive AI: AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

Simulated Environment: An artificial, controlled setting created to replicate real-world conditions. Examples range from computer games and AI-generated videos, to two humans role-playing a situation like a job interview.

Synthetic media: Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.

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AI K-12 Framework last updated 6/26



Appendix: District Resources



Idaho School Boards Association DRAFT Policy

Special thank you to the Idaho School Boards Association for the collaborative effort to provide the Department with example policy language for all schools, charters and districts within Idaho. This policy sets out guidelines for the permissible use of generative artificial intelligence (AI) by staff for work-related purposes and by students for school-related purposes. This policy applies to any use of generative AI tools by students and employees in school buildings, on school grounds, during school activities, and on school-issued devices. It is also intended to help inform the District community about issues to be aware of regarding generative AI tools, such as data privacy concerns, their potential to provide inaccurate or inappropriate responses, and the fact it is not possible to own or copyright material created using such tools. The District's approach to generative AI tools in education shall be aligned to the Generative Artificial Intelligence in Education Framework developed by the Idaho Department of Education, approved by the State Board of Education.

The District shall strive to ensure that staff and students are AI literate, meaning that they have the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI; and that they are able to engage, create, manage, and design AI while critically evaluating its benefits, risks, and ethical implications.

The District shall also strive to prevent prohibited use of AI tools for District business.

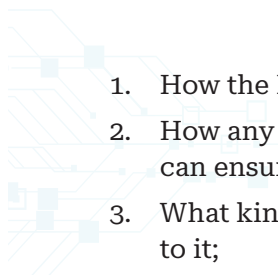
This policy is not intended to limit use of District approved search engines with limited AI functions.

Any use of generative AI must comply with any relevant District policies. For instance, such tools may not be used in ways that violate the District's policies prohibiting plagiarism, bullying, or unacceptable uses of electronic devices.

Approved Generative AI Tools

The Superintendent, or their designee, may create a list of District-approved generative AI tools. Before approving such tools, the **[SELECT ONE: Superintendent or their designee OR IT department OR _____]** shall review and understand each tool's terms of service and privacy policy and ensure the use of the tool is compatible with District policy and laws related to student privacy, data security, and other applicable requirements. The Superintendent or their designee may grant approval on a case-by-case basis of generative AI tools not yet given general approval. The Superintendent may also require a data protection agreement between the District and any software tool covered by this policy.

When considering purchasing access to a generative AI tool, the District shall consider what purpose they want the tool to serve and how training and support will be provided to those who use the tool. The District shall require a data privacy agreement (DPA) with any vendor their contract with to access a generative AI tool to protect sensitive student, staff, and District data. Matters that should be considered when selecting a provider of an AI service include:

- 
1. How the District's data will be used, consistent with IC 33-133;
 2. How any user data collected will be analyzed, shared, or used and whether the provider can ensure the data is not used for AI model training;
 3. What kinds of data the provider keeps, how long it is kept, and who will have access to it;
 4. Measures they take to protect student and staff data; and
 5. Whether the tool complies with the requirements of the Children's Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Internet Protection Act (CIPA), the Individuals with Disabilities Education Act (IDEA), Title VI, Idaho student data privacy laws, and any Idaho AI legislation.

Use by Staff

Staff may use District-approved generative AI tools.

For generative AI tools that require an account, staff shall maintain separate accounts for work and personal uses and shall inform their supervisor of any work-related accounts created. Personal generative AI accounts shall not be used on District equipment or a District-provided internet connection.

Staff shall not use any of the following in prompts for an AI tool or otherwise upload the following to an AI tool unless the Superintendent or their designee provides specific permission to do so:

1. Personally identifiable information;
2. Sensitive or confidential student or personnel records; or
3. Any copyrighted material.

As a matter of ensuring appropriate grading and demonstrating respect for student work and for the professional teacher-student relationship, staff shall not use AI tools to determine a student's grade on any project, including but not limited to any grade which includes a subjective component. Staff should also refrain from substituting an AI tool for their professional judgment when making decisions related to student discipline, eligibility for special education, assessments of student health, school safety, or other sensitive or high-stakes decisions.

If an employee uses a generative AI tool for a work-related task, they should disclose that they've done so if:

1. The tool's terms of service require such disclosure.
2. It would be misleading to the supervisor or to the audience not to disclose this use. This includes misleading them about the work being entirely the work of the employee.
3. The work is being used in a context when sources are generally cited.

[OPTIONAL: Such disclosure shall not be required when AI is used to draft routine emails or correspondence or for such purposes as _____].

Prior to using any output of a generative AI tool, staff shall check the output for inaccuracies, bias, stereotyping, or any other content that is inappropriate or unsuitable for the intended purpose. Staff shall not use such tools for any purpose where they are not able to verify the accuracy and appropriateness of the output.

The District may provide professional development to educators, administrators, and support staff on generative AI, including on such topics as ethical use, the abilities and limitations of such tools, how to evaluate their output, monitoring student use, data and confidentiality issues, and possible in-class uses. This may include making State Department of Education training on AI literacy available to staff and/or directing them to complete such training.

If staff are uncertain of whether any use of AI is appropriate or within the requirements of District policy, they should ask their supervisor about it.

Use by Students at the Direction of Staff

The Superintendent shall delegate staff to provide students with instruction on generative AI tools, including on:

1. Issues of ethics and academic honesty related to their use;
2. Media literacy and uses of AI the student may encounter;
3. Evaluating the output of such tools;
4. How to cite or disclose the use of such tools;
5. The importance of not sharing personal information when using such tools;
6. Confidentiality and safety considerations; and
7. The abilities and limits of such tools.

This instruction aimed at developing AI literacy shall be provided at all grade levels and may be provided in a variety of subject areas.

[SELECT ONE: Parent consent shall be required before students are directed to use generative AI tools in any school activity or assignment. OR The District shall obtain parent consent for student use of generative AI tools whenever such permission is required by the tool's terms of service.] Students should not be penalized for refusal to use such tools.

For any such activity or assignment, students will be directed to use only tools that have been approved by the District.

Instruction on generative AI tools shall be age appropriate and may address the topics and activities suggested for their grade level by the Generative Artificial Intelligence in Education Framework.

The Superintendent may select a method to assess student mastery of AI literacy or may direct that decisions about assessment of this be made at the building level by the principal or their designee, or at the classroom level by individual teachers.

Student-Chosen Use of AI Tools

Staff shall clearly communicate to students how they are and are not permitted to use generative AI tools for class assignments as well as any expectations to cite or disclose their use of such tools. Teachers may use tools such as the Generative Artificial Intelligence in Education Framework's AI Assessment Scale to explain the types and amounts of AI tool use that are permitted.

Unauthorized use of AI tools and failure to cite such use when citation is required are violations of Policy 3335 Academic Honesty and may be subject to disciplinary action.

Staff will not knowingly allow students to use AI tools in ways that violate their terms of service, such as use without parent permission or use of an account shared between many people when prohibited.

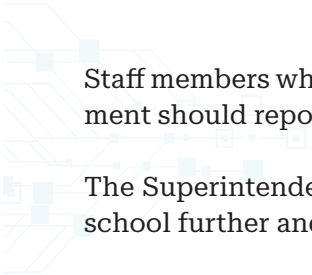
Teachers shall take reasonable steps to prevent use of generative AI tools in ways that undermine learning and assessment or create safety and/or confidentiality concerns. Ways to limit/control the use of such tools may include, but are not limited to:

1. Greater use of in-class assignments;
2. Directing students to describe their research/writing process within the assignment;
3. Directing students to include their personal experiences with the topic or assignment;
4. Requiring page numbers to support claims made in assignments about a book the student was assigned to read;
5. Requiring students to complete and provide outlines and/or early drafts for grading; and
6. Requiring students to base a paper/project solely on specific materials provided.

If a teacher suspects a student may have used an AI tool in a prohibited way for an assignment, the student may be asked to demonstrate their academic competence in a different way.

Tools to detect the use of AI may be used as one factor among others to determine whether such use has occurred provided the use of such a tool is authorized by the District.

Violation of this policy by any student or staff member may be met with disciplinary action.



Staff members who notice new, emerging issues with generative AI tools in the school environment should report these concerns to their supervisor.

The Superintendent may convene a committee to examine the issue of generative AI tools in school further and provide research or recommendations.

Sample Letter Home (TeachAI, 2025)

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. Here is a list of possible edtech tools in use at our schools: [Insert names and links for more information]
2. **Privacy & Security:** AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. **AI Literacy:** Students and educators 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. Here is a link to our responsible use policy: [Insert link to policy]
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, update policies with community input, and provide training to students, educators, families, and community members as needed.

We remind parents and guardians that many AI tools may have age restrictions, and when using AI tools at home, it is important to be aware of this. All tools used in school will have appropriate security measures in place to keep students and their data safe.

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. Thank you for your support.

Sincerely,
[Name]