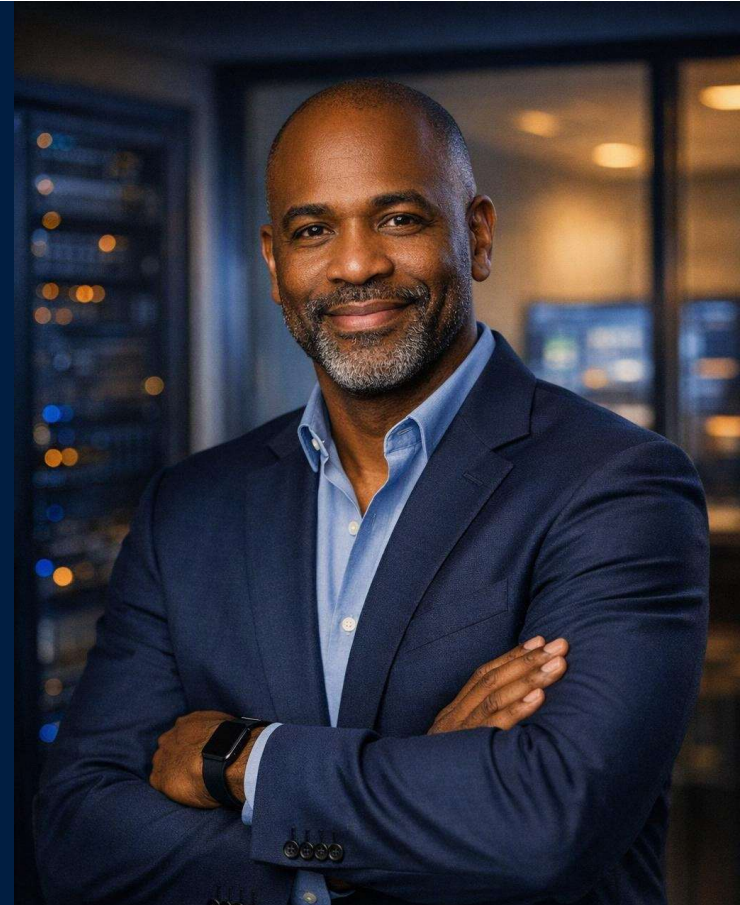


Responsible AI in Schools

Policy, Practice, and Procurement



FAMIS 2026 | Tuesday, 1:00-1:45 p.m.
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OPENING FRAME

The CIO problem is not whether AI exists

- AI is already in student, family, employee, vendor, and search experiences.
- District leaders must decide which uses are allowed, supported, restricted, or prohibited.
- Responsible implementation is a governance loop: listen, govern, train, procure, measure, revise.



Three policy pathways districts are choosing

1. Adopt a standard policy

Fastest path. Replace the district name, add standard guardrails, and move quickly to a baseline.

2. Build a comprehensive code

Most detailed path. Attempts to answer every scenario but can become hard to update or explain.

3. Tailor from stakeholder feedback

OCPS path. Build from district priorities, community concerns, classroom realities, and board guardrails a narrow policy.

Why OCPS chose the tailored path

A policy people recognize is more durable than a policy people receive.

- Stakeholders held different views of risk, benefit, fairness, and urgency.
- The policy needed to show how feedback shaped actual language.
- Trust depended on showing that community voice changed the district's decisions.

POLICY

The listening base was intentionally broad

5,892

parent survey responses

850

teacher classroom-rule survey
responses

200+

high school students engaged through
town halls and related feedback

Cross-divisional

AI Working Group, board, leadership,
staff, and department input

Design principle

Do not ask stakeholders for feedback unless you can show how their input changed policy language, training, procurement, or implementation.

Stakeholder feedback changed the policy content

What stakeholders raised

Parents/community

Privacy, safe home use, harmful content, clarity

Teachers

Workload, accuracy, integrity, training, student misuse

Students

Fairness, inconsistent rules, AI grading, due process

Board/policy

FERPA, high-stakes decisions, detection limits

What changed in the policy/practice

Result

Approved tools, training, protected data, family-facing guidance

Result

Staff guidelines, verification, classroom examples, PD pathways

Result

Assignment-level clarity, human review, multiple evidence signals

Result

Human-centric decisions and stronger guardrails

Policy architecture: what leaders must make explicit

Purpose

AI supports operations and learning but does not become the goal.

Staff use

Educators remain accountable for review, accuracy, privacy, and instructional alignment.

Student use

Rules should distinguish support from replacement of student thinking.

Prohibited uses

Deepfakes, harassment, copyright misuse, unsafe data exposure, and misconduct.

Review cycle

Policy must be revisited as tools, law, and district practice change.

Human judgment is the non-negotiable

"All high-stakes decisions, including student placement, grading, disciplinary actions, and personnel evaluations, shall be made by staff."

- Detector flags should start a review, not end one.

High-stakes areas named in policy materials: student placement, grading, disciplinary actions, and personnel evaluations.

- AI may assist analysis, drafting, feedback, and triage.
- AI cannot be the final decision-maker in high-stakes areas.
- Detector flags should start a review, not end one.

PRACTICE

Policy only matters if people can practice it

The working model has to connect classroom reality, department work, strategic goals, and training.

PRACTICE

The AI Working Group is an accountability mechanism

Makeup

Cross-divisional district leadership, technology, academic, operations, finance, audit, strategy, staff, and community perspectives.

Role

Review use cases, surface risks, pressure-test assumptions, and connect AI activity to district priorities.

Accountability

Ask whether initiatives advance the OCPS strategic plan rather than becoming standalone technology experiments.

PRACTICE

Strategic alignment keeps AI from becoming a side project

1

Strategic goal

Which district priority does the AI work advance?

2

Owner

Which division owns the result and the risk?

3

Use case

What real workflow will change?

4

Measure

What outcome will prove value?

5

Control

Where does human review happen?

OCPS working group guidance: AI should be embedded in strategic goals and department priorities, not bolted on as a separate initiative.

PRACTICE

Teacher efficiency is not only school time

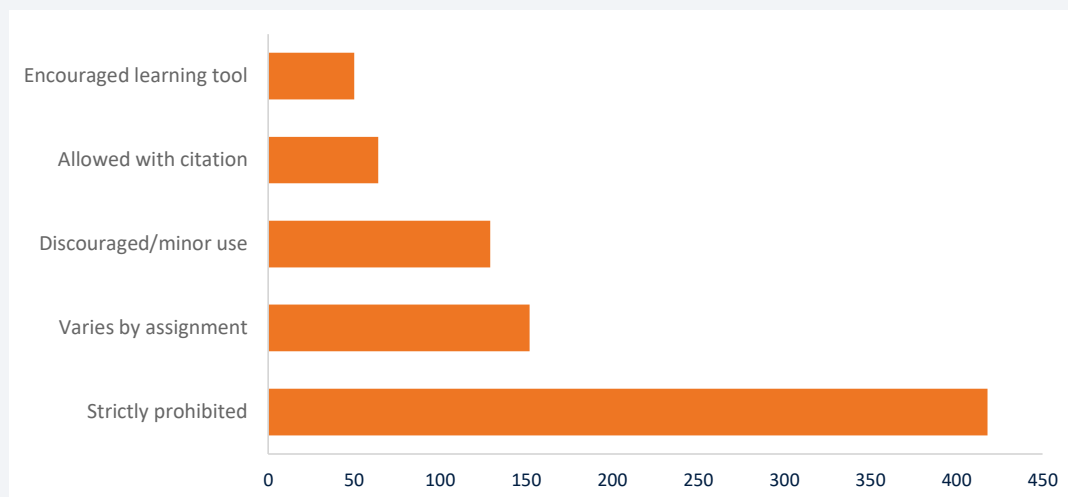
For teachers, efficiency often means recovering personal time.

- Teachers identified lesson planning, differentiation, parent communication, data tracking, grading support, and behavior documentation.
- Much of that work was identified by teachers as completed before school, after school, or at home.
- The goal of AI use should be more human time with students, not more technology between teacher and student.

PRACTICE

What 850 teacher responses told us

Student AI stance in teacher classroom-rule responses



Inconsistency is expected

235 teachers reported no specific policy yet; 207 used informal verbal policies.

Concern is real

Severe impact was the top response for take-home essays, creative writing, homework, and projects.

Action item

Give teachers common language, examples, and assignment-level guidance.

PRACTICE

Role-based AI literacy is the practice layer

Students

Use AI as a tool, verify outputs, cite support, preserve original thinking.

Teachers

Integrate AI without replacing pedagogy, privacy, feedback quality, or judgment.

Leaders

Set governance standards, monitor bias, align to strategy, resource training.

Families

Understand district rules, home use, privacy, safe tutoring, and deepfakes.

AI literacy is not just prompt engineering. It is understanding, evaluation, safety, responsible use, and knowing when not to use AI.

PRACTICE

Student implementation starts with clarity and fairness

Common baseline

District language that defines allowed support, teacher-approved limited use, and prohibited replacement of student work.

Assignment-level rules

Students need to know the boundary before the work begins, especially in writing-heavy courses.

Due process

Use multiple signals: assignment rule, artifact review, prior work, student explanation, and proportional consequence.

PRACTICE

Research warning: access is not the same as learning

Field experiment signal

Students improved while GPT-4 was available, but a standard chatbot interface produced worse unaided test performance after access was removed. Safeguarded tutor design mitigated the effect.

Source: Stanford SCALE summary of Bastani et al., Generative AI Can Harm Learning.

Student perception signal

RAND found AI homework use rising among middle school, high school, and college students, while most users expressed concern that AI could harm critical thinking.

Source: RAND American Youth Panel report, 2026.

CIO implication: procure and train for cognitive augmentation, not cognitive offloading.

PRACTICE

Design student tools to protect productive struggle

- Use closed or source-grounded systems when the task requires source analysis.
- Favor prompts, hints, explanations, rubric feedback, and misconception checks over final-answer generation.
- Keep AI-free performance moments so students still learn content they must demonstrate without a tool.
- Teach students how to verify, cite, and challenge AI output.

PROCUREMENT

Procurement decides whether policy is real

If a vendor tool cannot reflect law, district process, and human verification, the policy will be bypassed in practice.

PROCUREMENT

Start procurement with the outcome and the stakes

Outcome

Economic, instructional, operational, compliance, service, or capacity

Stake level

Low-risk productivity or high-stakes decision support

Data

Public, internal, student record, employee record, health, IEP, financial

Measure

Time saved, quality improved, cost avoided, service response, student result

Before the demo: define why the district is considering the tool and who will be affected by its outputs.

High-stakes uses need stronger tests

Student placement

Access, opportunity, and services

Grading

Credit, feedback, and student record impact

Discipline

Due process and proportional consequences

Personnel evaluation

Employment, performance, and fairness

High-stakes procurement tests

- Explainability: staff can understand the recommendation.
- Auditability: the district can reconstruct what happened.
- Configurability: law, policy, rubrics, and workflow can be built in.
- Reviewability: humans verify before action is taken.

Do not buy tools that only live on defaults

- Can the district configure the tool for Florida law and local board policy?
- Can OCPS processes, rubrics, workflows, approval paths, and escalation rules be built in?
- Can staff verify how a recommendation or decision support output was produced?
- Can the district measure the economic, academic, operational, or service outcome?

PROCUREMENT

A CIO procurement checklist for AI

OK

Approved data use and retention terms

OK

FERPA, state law, and board policy fit

OK

Role-based access and logging

OK

Configurable rules, rubrics, and workflows

OK

Human review before high-stakes action

OK

Bias, hallucination, and error controls

OK

Appeal or correction process

OK

Documented outcome measures

ACTION PLAN

A 12-month responsible AI playbook

First 90 days

- Inventory AI tools and use cases
- Name high-stakes workflows
- Publish interim guidance
- Create intake questions

Months 4-6

- Build role-based training
- Pilot approved workflows
- Create student assignment guidance
- Communicate family guardrails

Months 7-12

- Formalize procurement gates
- Measure outcomes
- Run policy review cadence
- Report back to stakeholders

Responsible AI maturity is built by cycles, not announcements.

ACTION PLAN

Questions every CIO should take back

- Where are students and staff already using AI without district visibility?
- Which uses are low-stakes productivity support, and which are high-stakes decision support?
- Where do teachers need common language instead of another tool?
- How will families see that their feedback changed policy or practice?
- What will we stop, revise, or not buy if the tool cannot meet our controls?

Responsible AI is a relationship strategy

The technology is changing quickly. Trust changes slowly.

- Policy: make the community visible in the rules.
- Practice: train people for the work they actually do.
- Procurement: require tools to fit law, process, evidence, and human review.

