

STAFF USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

The Board recognizes the District's need to address generative artificial intelligence (AI) technologies both instructionally and operationally. Therefore, the Board supports coordinated efforts among the administration and non-administrative staff to responsibly pursue the integration of generative AI technology in the work of the District. This includes identifying ways to use generative AI tools to enhance educational practices, to support student learning, and to improve administrative and operational efficiency and effectiveness, while also appropriately identifying and mitigating relevant risks.

Recognizing that generative AI tools have relevant limitations, that they can be intentionally and unintentionally misused, and that they have capabilities that are not always aligned with educational goals, processes, and settings, the Board supports a prudent, cautious approach. Caution should especially be prioritized with respect to (1) any student use of generative AI tools that is employee-directed or employee-facilitated, and (2) any staff use of AI tools that involves data or information about individual students, assuming that any such uses are administratively authorized in connection with appropriately secure AI tools/applications.

When making decisions about whether and how to use generative AI tools, **all employees** are expected to use sound professional judgment that is grounded in District policies and guidelines, responsible use, ethical practices, and legal compliance, specifically applying the following foundational principles:

- Respect for and appropriate protections of (1) personal information relating to any individual and (2) other sensitive District data, recognizing that adhering to legal confidentiality requirements is a necessary but not always sufficient analysis of relevant data privacy considerations.
- Respect for other parties' legal rights and legal interests. This includes, for example, adhering to the terms of use that apply to an AI tool/application and adhering to restrictions on the use of copyright-protected content as AI input.
- Personal accountability for (1) the use of AI tools of District purposes, (2) reviewing and validating the output of AI tools (e.g., for accuracy, reliability, the absence of harmful bias, and overall appropriateness), and (3) the ultimate decision to use, or not use, AI-generated information/content.
- Transparency and disclosure. For example, employees are expected to (1) appropriately inform supervisors and other members of the school community of AI use when failing to do so would be materially misleading, (2) give appropriate attribution/acknowledgement to AI sources consistent with prevailing professional standards and the AI tool's terms of use, and (3) not implicitly or explicitly misrepresent AI-generated information/content as the staff member's independent work product.
- Consultation and communication with supervisors, also involving other administrators as needed, as the appropriate way to approach (1) exploring possible new uses of AI tools for job-related purposes, (2) validating appropriate authorization, and (3) raising concerns or

resolving questions about AI technology and/or applicable District guidelines, rules, and expectations.

With the support of administrative-identified guidelines, professional development opportunities, and other resources, the Board also expects the District's **instructional staff** to:

- Monitor and as needed, adjust instructional practices so that generative AI tools enhance and support, rather than interfere with or supplant, student learning.
- Ensure that any use of AI tools for instructional purposes is grounded in the District's academic standards, the District-adopted curriculum, and sound pedagogical practice.
- Model the responsible and ethical use of AI for students
- Develop students' AI literacy as a specific curriculum objective.
- In a manner that is appropriate for the age of the students and other situation-specific factors, inform students of expectations and rules surrounding the use of AI for academic work. In some contexts, this may involve directing students that using generative AI is not permitted in connection with an assignment, project, or other academic activity.
- Avoid directing, encouraging, or facilitating student use of generative AI tools when there is any doubt as to whether the specific tool/application or the specific use has been sufficiently vetted and authorized.

Recognizing the rapidly evolving nature of the technology, the operational level of many of the relevant decisions, and importance of being able to promptly clarify and refine expectations, the District Administrator or an administrative-level designee may develop, approve, and disseminate more detailed guidelines for staff use of generative AI tools. Either separately or as part of such guidelines, the Board directs the administration to create and maintain a list of (1) specific generative AI tools that are administratively approved for use by staff and (2) the general uses for which such tools have been approved. Such lists do not need to be structured as exhaustive lists that cover all possible tools and all possible uses that, consistent with relevant District policies and guidelines, might be deemed appropriate. However, such lists shall at least serve to inform staff of situations for which there is clear direction and clear authorization so that staff can make decisions about the job-related use of generative AI tools with greater confidence.

Cross Ref.: 363.2 - Access to Technology Resources
561 - Staff Access to Technology Resources/Web Page Consent Form
Parkview Employee Handbook Section 7: Implementing Board Approved Curriculum

Legal Ref.: The Children's Online Privacy Protection Act -15 U.S.C. §§6501 to 6505
U.S. Copyright Act -17 U.S.C. §§101 et seq.
Family Educational Rights and Privacy Act 34 C.F.R. Part 99 -20 U.S.C. §123g
Protection of Pupil Rights Amendment -20 U.S.C. §1232h
Americans with Disabilities Act, Title II, as amended; nondiscrimination based on disability by state and local governments; implementing regulations at 28 C.F.R. Part 35 -42 U.S.C. §12131 et seq.
Children's Internet Protection Act; implementing regulations at 47 C.F.R. §54.520

WI Statutes.: Wisconsin Public Records Law Sections 19.31 to 19.37
Personal information practices Sections 19.62 to 19.80
State pupil records law Section 118.125
Access to personal internet account information Section 995.55

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