



# INNOVATION AND INTEGRITY: AI IN EDUCATION

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Ryan McCaskill-Schock  
Daisy Martinez-Jimenez  
Ariel Solomon



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# ABSTRACT

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Innovative technology continues to change the landscape of education as **artificial intelligence (AI)** expands its reach. As an accessible and convenient tool, it becomes essential to provide educators and students with a framework for understanding the role of AI in education while prioritizing academic integrity, technological literacy, and the human centric nature of education. This memo examines **the role of AI in public education**, the approach of governing bodies, and best practices in education.







# PROBLEM DEFINITION

Though a marker of forward progress of technology, the age of Artificial Intelligence (AI) has created a myriad of complications across disciplines, presenting a particular challenge in the field of education. As students have access to a plethora of AI-powered tools, they enter a power struggle between educators, school district policy, and parents. In the context of K-12 schooling, many argue that AI is an invaluable aid to teaching, while others argue that it hinders learning and presents an accountability challenge.



Additionally, a distinction must be made between generative-AI use with assistive-AI use. Students may use AI to generate essays, short answers, or other responses to different forms of coursework without input beyond requesting a specific task. However, there is also a method in which students use AI as a tool for brainstorming, planning, and providing detailed analysis of completed coursework. Regardless of this, there is a clear need for educational policy that keeps up with the ever-changing landscape of learning in a digital world. This memo examines the potential forms such a policy could take, bearing in mind the differences in oversight on a federal, state, and district level, and seeks to answer the question: Where do we draw the line?



# STAKEHOLDERS

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PARENTS AND  
GUARDIANS



SCHOOL  
DISTRICTS



EDUCATORS



STUDENTS



# CURRENT POLICY CONTEXT



## April 2025 – President Trump signed Executive Order No. 14277: Advancing Artificial Intelligence Education for American Youth

The goal of this act was to create **interest and expertise in AI technology** from an early age (ai.gov, 2025). This executive order establishes a White House Task Force on AI Education and promotes “the appropriation of AI education, proving comprehensive AI training for educators, and fostering early exposure to AI concepts and technology to develop an AI-ready workforce and the next generation of American AI innovators”. In **July of 2025**, the U.S. The Department of Education issued a Dear Colleague letter, which is a letter from one agency to another informing around a bill or policy matter, that outlined areas for expanding responsible AI education. The letter included the following: integrating AI literacy into teaching practices, expanding AI and computer science education, supporting professional development for teaching this subject, and using AI to personalize learning and differentiated instruction (U.S. Department of Education, 2025).



## Currently, 33 states and Puerto Rico have official guidance on AI use in K-12 classrooms.

These states focus on safeguarding students against risks of AI such as bias, reduction of meaningful relationships, weakening critical thinking and research skills, and plagiarism in the face of a convenient thinking model technology. However, these states also recognize the potential for AI implementation in education for processes like **tutoring, resource and curriculum curation**, and **technology literacy** that could reduce the burden on teachers and provide more resources for students. Massachusetts, which leads the country in education, emphasizes academic integrity and technology literacy. The state provides support for district leaders to create and implement their own AI-related policies as a long term process and family involvement.

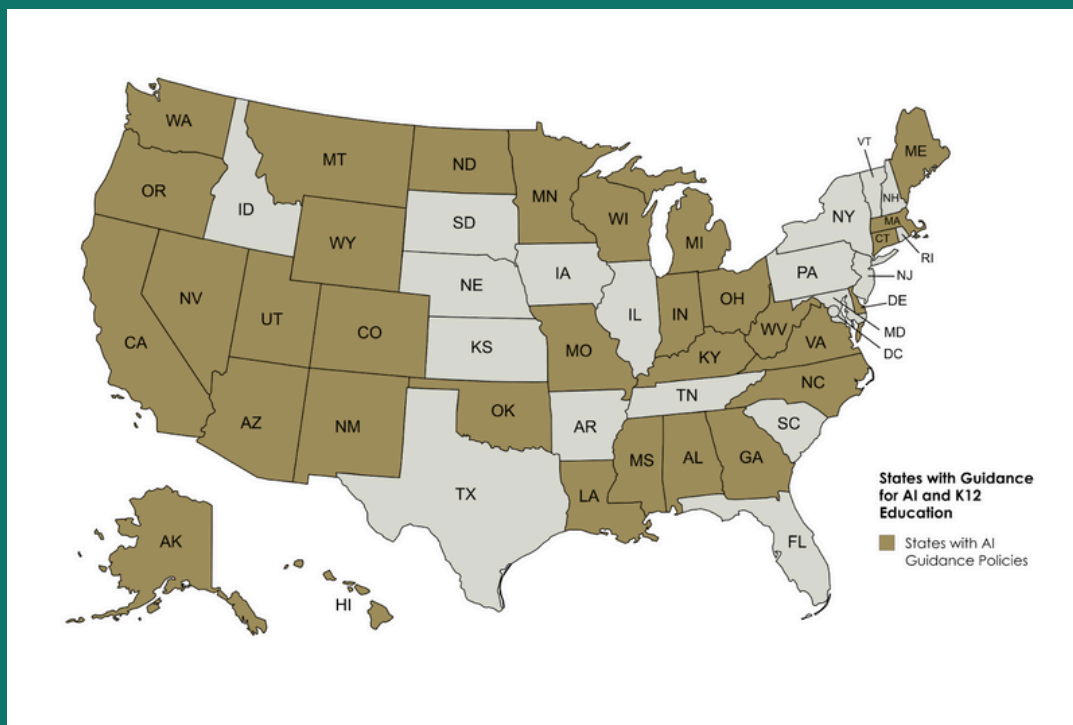


Figure 1: States with Guidance for AI and K12 Education



# ROLE FOR GOVERNMENT

The rapid adoption of AI has outpaced the development of clear educational policy, leaving schools and teachers to navigate questions of academic integrity, student learning, and responsible technology use largely on their own. This has created inconsistent expectations, where some districts have sophisticated AI policies and others rely entirely on individual teacher discretion.

Without formal policy, students are exposed to mixed standards and unclear boundaries, while teachers lack guidance on how to incorporate AI without compromising instructional goals.

A federal baseline or “ceiling” would help resolve these gaps by establishing the fundamental guardrails within which all states and districts must operate. It would distinguish between generative AI used to complete assignments and assistive AI used to support learning, limit AI-generated work in contexts where comprehension must be demonstrated, and promote transparency in student use of AI tools. States could then expand on this foundation by embedding ethical guidelines, digital literacy standards, and teacher training into their curricula. Together, these layers create a balanced policy structure: one that addresses the risks of AI misuse while acknowledging its potential to enrich instruction and prepare students for a technologically advanced workforce.



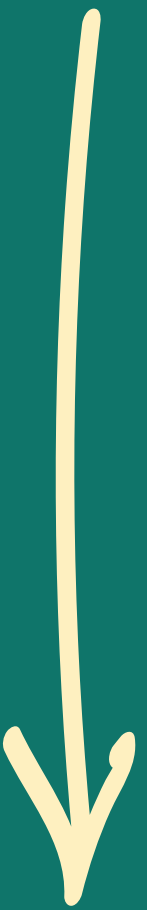


# POLICY RECOMMENDATIONS

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## Federal



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- Create an “umbrella” legislation of **best practices** for AI use
  - Works as policy to default to as state and local school systems develop personalized policies

## State

- State policies become more specified to each state while remaining underneath the federal umbrella
- Remain conscientious of differences in **funding and resources**

## Local School Districts(pg.

- Emphasize relevance to individual districts
- **Enforcement strategies** are the responsibility of schools



# “BEST PRACTICES”

- Before the implementation of AI, educators should have the opportunity to learn about AI in general and in the classroom.
- AI usage in classrooms should not be a requirement, but rather an **optional tool**
- Evaluate initial inputs to measure if generated responses meet the intended purpose
- **Verify facts** and outputs to protect against AI hallucinations and bias
- **Ethics:** Do not use AI as a final decision maker; treat all generated outputs as drafts
- Expect students and staff to model **academic integrity and transparency** in using generative tools. Limit students from “exclusive” use of AI Generative models to complete whole assignments.
- **Assignments/assessments critically graded for comprehension** should not contain AI-generated content.





# Implementation of AI Policies by Local School Districts:

It should be noted that these policies outlined by states previously discussed, are only guidelines for school districts. According to Education Week, only Ohio and Tennessee require school districts to develop a comprehensive AI policy (Prothero & Vilcarino, 2025). Policy organizations like the National Education Association provide resources for school districts in designing and implementing AI policies relevant to their classrooms (National Education Association, 2025b).

## Guidance focuses on:

- **retaining students and educators at the center of education**
- **ethical use of AI technology and data protection**
- **continued involvement of students educators in crafting policies.**

School districts across the country implement their own AI policy, curated to the specific needs of its educators, students, and families. A school district policy should empower students and prioritize academic integrity, meaningful relationships among peers and educators, and support technology literacy. School districts may be inspired by policies such as the Charlotte-Mecklenburg Schools' guidance on AI.





In North Carolina, the Charlotte–Mecklenburg Schools district has adopted a guiding AI policy for educators, families, and students, titled CMS Generative AI Guidance 2025–26. It underscores the districts commitment to ensuring all students achieve their full potential and creating a safe and orderly working and learning environment. The school district provides four level student AI use Continuum that describes how much AI a student could use in completing an assignment as well as teacher expectations to guide implementation of this framework (Charlotte–Mecklenburg Schools , 2025).

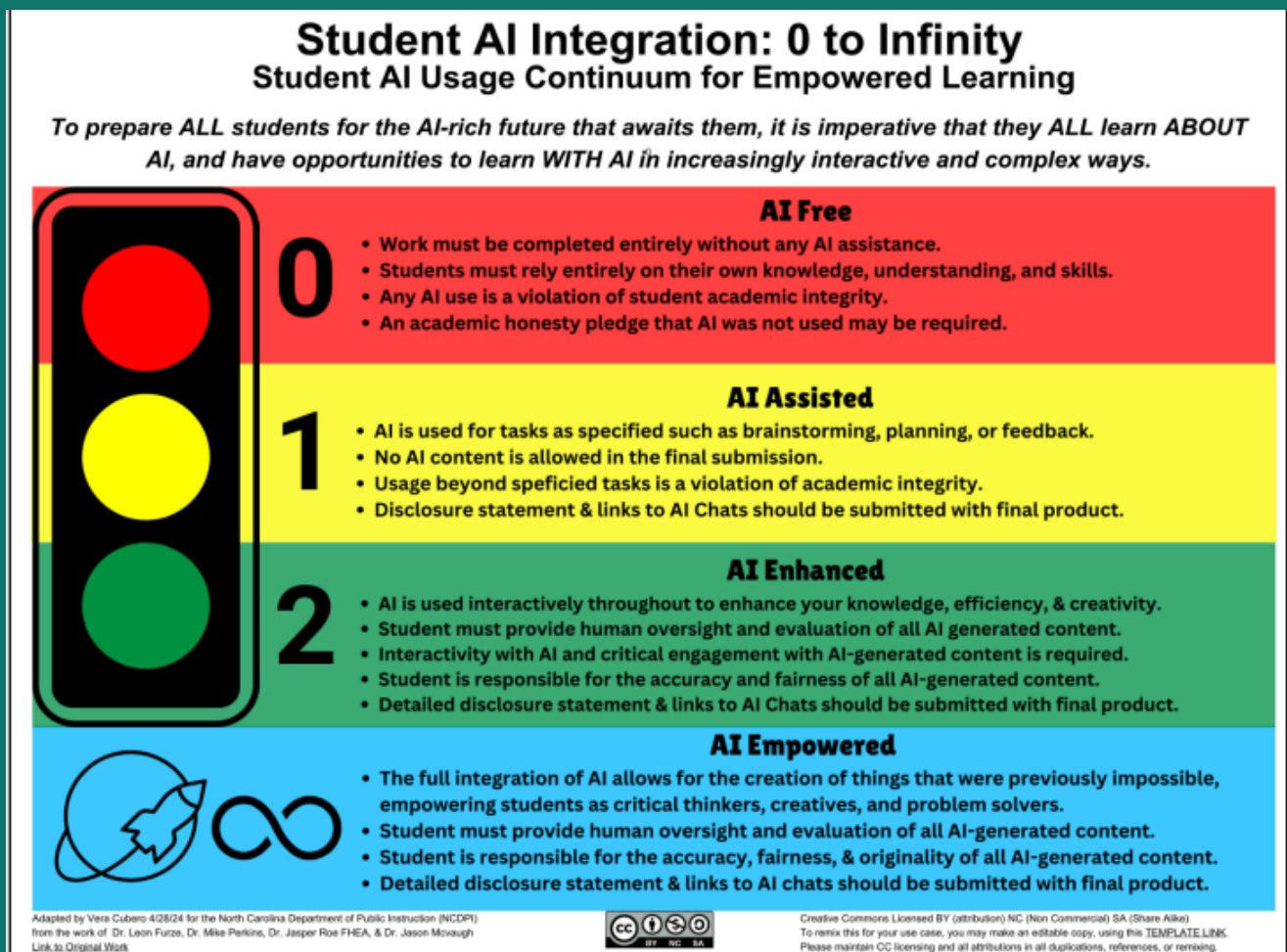


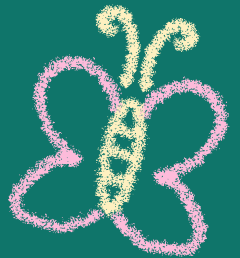
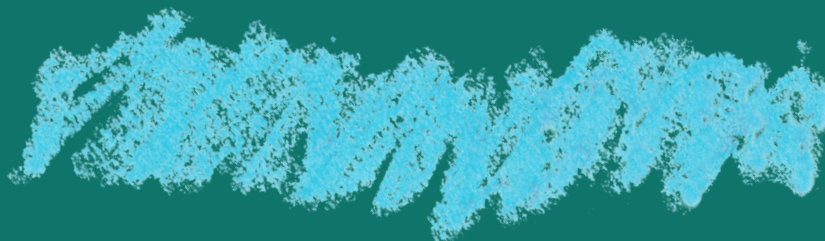
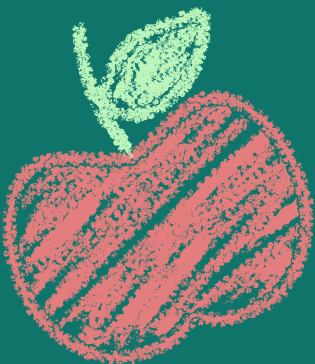
Figure 2: Student AI Use Continuum | Charlotte–Mecklenburg Schools Generative AI Guidance



# CONCLUSION

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As AI and its subsequent policies grow and shift as perceptions change, it has become essential to define both ethical and practical uses of AI in the world of education and learning. While the need for a broader federal “ceiling” for AI usage in the classroom is clear, school districts should have discretion on their own policies so that they are inclusive and mindful of the needs and security of that specific district. Emphasis should be placed on the advancement of technological literacy for students and educators alike, instilling confidence in parents, teachers, and students that they are prepared to enter an AI-powered world while maintaining a significant level of transparency and ethical use.







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