

ARTIFICIAL INTELLIGENCE

# A WHITE PAPER ON AI POLICY: Federal, State, and Local Efforts

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## Executive Summary<sup>i</sup>

Artificial Intelligence (AI) has emerged as one of the most transformative forces in education policy and practice. Its unprecedented growth has spurred both optimism and apprehension across governments, industries, and school systems. This white paper examines the evolution of AI policy in the United States—particularly as it relates to Boards of Education—tracing federal, state, and professional organizational developments through 2025. It also focuses on the case of Connecticut to look more closely at State Department of Education and K-12 District Board of Education efforts. At the center of AI innovation and regulation is the interplay between technological innovation, governance responsibility, and educational equity.

### AI Broadly and in the K-12 Context

Broad sector adoption of AI has been lightning fast. ChatGPT, the AI Large Language Model (LLM) chatbot that introduced the general public to generative AI, was launched in November 2022. As of July 2025, ChatGPT serves 800 million weekly and 180 million daily active users (DemandSage, 2025) and improved versions are emerging rapidly.<sup>2</sup> According to Statista.com (2025), the AI market worldwide grew roughly \$50 billion from 2023 to \$184 billion in 2024 and is projected to grow beyond \$826 billion in 2030.<sup>3</sup> Globally, 2025's education market is estimated to be \$8.30 billion and \$32.27 billion in 2030 (projected compounded annual growth rate of 31.2%). In the US, it is projected that the 2022 \$832.7 million education market will reach \$8,839.8 million by 2030 (Grand View Research).<sup>4</sup>

These numbers reflect consistent increases in AI use and acceptance, including in education. A RAND February 2025 report on use of AI tools among K-12 teachers and principals during 2023 stated that one quarter of key content teachers used AI for instructional planning and 60% of school leaders used AI in their work. However, highest poverty school personnel used AI substantially less.<sup>5</sup> Cengage Group's December 2024 review of AI and Education reported that AI use nearly doubled for K-12 educators from 24% in 2023 to 51% in 2024 and for K-12 students from 37% to 75%. Educators also relayed feeling more positive about AI's potential as a pillar of education (84%), support [for] lifelong learning" (65%), and for improving student engagement (62%).

Similar to the RAND report, the Cengage report highlighted "AI gaps" and certain efforts to address them.<sup>6</sup> Most recently, a June 2025 Gallup/Walton Family Foundation's report on teachers' conditions and needs found that 60% of teachers used an AI tool during the 2024–25 school year with weekly AI users reporting that they reclaimed nearly six hours per week — equivalent to six weeks per year — which they could then reinvest in more personalized instruction, deeper student feedback and better parent communication.<sup>7</sup> Each of these three reports emphasized the need for AI literacy instruction, greater understanding and remedies for AI disparities, and clear policies and guidelines going forward.

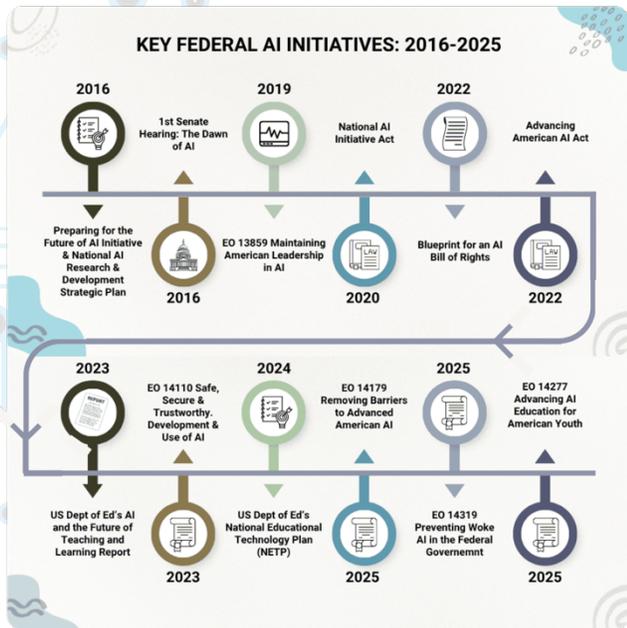
### AI and AI Policy: Continually Emerging

Education technology policy sits squarely in the context of national technology policy. With AI's rapid emergence, growth, and widespread accessibility, the familiar tension of excitement and concern about a new technology is once again before us. As is usually the case, there are champions and skeptics. The champions believe AI will positively revolutionize the human experience and the skeptics hold either that AI will be value-negative or, at the very least, that its rapid and wide-scale adoption is moving too fast to be responsible. Government, industry, non-profit, professional organizational, and community sectors all contribute to the discourse around AI as the world tries to understand and address its potential. For K-12 Boards of Education, government and industry responses have the most impact.

**Federal AI Efforts.** There has been broad AI consideration by the US government across the Obama, Biden, and Trump administrations through executive orders, congressional hearings and acts, and agency research and implementation guidance. Key initial White House efforts include the 2016 Preparing for the Future of Artificial Intelligence<sup>8</sup> initiative with its companion National Artificial Intelligence Research and Development Strategic Plan<sup>9</sup> to guide federal funding of AI research and development. In the same year, the Senate Commerce Subcommittee held its first AI-focused hearing: The Dawn of Artificial Intelligence.<sup>10</sup>

Selected key efforts include the 2019 Executive Order 13859 Maintaining American Leadership in AI, the National AI Initiative Act of 2020, the 2022 Blueprint for an AI Bill of Rights,<sup>11</sup> the 2022 Advancing American AI Act,<sup>12</sup> the US Department of Education's Office of Educational Technology's May 2023 Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations<sup>13</sup> and its January 2024 National Educational Technology Plan (NETP) A Call to Action for Closing the Digital Access, Design, and Use Divides,<sup>14</sup> the October 2023 Executive Order 14110 Safe, Secure, and Trustworthy Development and Use of AI,<sup>15</sup> the January 2025 Executive Order 14179 Removing Barriers to Advanced American AI (which revoked EO 14110),<sup>16</sup> and two more recent 2025 Executive Orders: July's 14319 Preventing Woke AI in the Federal

Government<sup>17</sup> and the April 2025 14277 Advancing Artificial Intelligence Education for American Youth, which created an AI Education Task Force directed to identify mechanisms for promoting AI literacy and training.<sup>18</sup> The Department of Education also hosts a website of AI Use Cases detailing how AI is used in



its various offices and partner agencies.<sup>19</sup> The AI considerations and concerns in these policy and practice efforts seek to balance economic and technological development with safe and effective systems; algorithmic discrimination protections; data privacy concerns; workforce development; and potential effects on human health, safety, and prosperity. These form the federal context in which states and their education systems must operate.

**National Organizations' Efforts Regarding AI.** A number of national organizations are key players with much influence on education and educational technology spaces. Three technology-focused lions in this area are the International Society for Technology in Education (ISTE), the Consortium for School Networking (CoSN), and the State Educational Technology Director's Association. Each has provided longstanding educational technology guidance and support through technology standards and professional development, networking, and resource support. With other technology-focus organizations, they have advanced Five Quality Indicators for EdTech and AI Products (safe, evidence-based, inclusive, usable, and interoperable).<sup>20</sup> SETDA's 2025 EdTech Trends Report<sup>21</sup> highlights AI and cybersecurity as the leading state priorities. CoSN with the Council of the Great City Schools has developed a K-12 Gen AI Maturity Tool – a rubric for districts to gauge their readiness (emerging, developing, mature) in seven domains of

educational technology implementation and use (executive leadership, operational, data, technical, security, legal/risk, and academic AI literacy).<sup>22</sup> The GoOpenNetwork offers a hyperlinked list of AI guidance from states and other educational and instructional resources.<sup>23</sup>

In November 2024, EdTechTeacher, an organization dedicated to providing education technology-related professional development to teachers nationwide, offered a webinar on crafting an AI policy for school districts.<sup>24</sup> As well, three AI professional development modules were offered, one of which focuses on “how to embed AI into our governance structures, curriculum, and professional development.” While no specific or sample AI policy is presented, steps for working with district stakeholder in crafting a policy are presented.<sup>25</sup>

The American Federation of Teachers (AFT) and the National Education Association (NEA) are the United States' two national teachers' unions<sup>26</sup> and, of course, have much to say about how AI may affect the conditions and outcomes for teaching and learning. In June 2023, the AFT adopted a resolution on Social Media, Artificial Intelligence, and Generative Artificial Intelligence intended to draw attention to concerns about the potential of untethered AI adoption in schools as well as developer inattention to issues of bias, privacy, workers' conditions and rights (including intellectual property rights), mis- and dis-information, global risks like war and human extinction, and more.<sup>27</sup>

A year later in June of 2024, the NEA transmitted its Artificial Intelligence Task Force's report on Artificial Intelligence in Education.<sup>28</sup> The report centers the importance of teacher/student voice and literacy in developing AI policies and practices; champions attention to bias, inclusion, and equity; explores AI risks, especially for people with disabilities; and draws attention to the climate implications of AI's significant resource needs and effects.

In August 2024, an AFT/Microsoft Symposium on AI in Education and Beyond was held with educators and technology researchers, developers, and non-profit advocacy groups. This gathering led to multiple AFT/ed-teach developer partnerships “to ensure that educators' voices remain front and center in the integration of AI in education.” Another AFT Artificial Intelligence Symposium was held in July 2025 focused on how to benefit from AI's opportunities, but also how to identify and mitigate the risks. 4 months earlier in March 2025, the AFT updated its Commonsense Guardrails for Using Advanced Technology in Schools to ensure that there was a concerted focus on AI in addition to prior attention to issues like social media and student data privacy. The document advances nine core values relating to safety and privacy, human interaction and individuality, educator

decision-making, equity and fairness, advancing democracy, teaching digital citizenship and balance, advocating for responsible and innovative students, emphasizing stakeholder collaborative responsibility, and ensuring the value of environmental sustainability in technology use.<sup>29</sup> The AFT's most recent report is the August 2025 Artificial Intelligence in State Government: Programs, Tools and Impacts: Navigating AI Adoption to Protect Public Employees and Strengthen Public Services.<sup>30</sup> This report “examines the current landscape of AI adoption in state government, highlighting legislative activity, pilot programs and practical applications across the country. It also identifies critical policy and capacity gaps that could threaten jobs and working conditions if left unaddressed.” The report looks at AI broadly and holds up Connecticut as a model for its Responsible AI Framework as well as the seven-district AI Pilot study and the Digital Citizenship curriculum in the area of education. No other states’ education efforts are mentioned.

The Three months later in June 2025, the NEA presented a Sample School Board Policy on AI (See Appendix A), which offered five guiding principles and suggested language for the areas of equitable access, algorithmic bias and fairness, students and educator data privacy, vendor and tool selection, professional learning opportunities, AI literacy and curriculum integration, and continuous improvement.<sup>31</sup>

The National Association of School Boards (NASB) supports public schools and board of education leadership through advocacy, education, and services to its member school boards and is the only organization that represents district school boards nationwide.<sup>32</sup> Currently, its attention to AI has been primarily directed to uses of AI for Career and Technical Education (CTE). While the importance of policy and stakeholder voice in the policy formation process, no formal AI policy guidance has been advanced for district boards of education.

**State AI Efforts.** Considering that education is the purview of each state, and with the national AI context consisting of hyper-adoption across all social sectors and loosening of potential regulatory constraints, states have the responsibility to adopt their own policy and practice stances. In March 2024, the strategy- and policy-focused ILO Group released the “First-In-The-Nation Artificial Intelligence Framework” for District Leaders: Framework for Implementing Artificial Intelligence in K-12 Education.<sup>33</sup> The Framework outlined political, operational, technical and fiscal areas of broad consideration. It also explored department-specific areas of AI application such as Curriculum and Instruction, Special Education, Student Support Services, Family and Community Engagement, Enrollment, Human Resources, Facilities and Operations (including Transportation), and Information and Technology Management. In May 2024, the Wilma and Ida Friday Institute for Educational Innovation shared

Educators’ Perspectives on Generative AI in K-12: Informing AI in Education, which highlighted the urgent need for AI guidance and policy and offered early examples.<sup>34</sup> In their September 2024 report on State Education Policy and the New Artificial Intelligence, Keliman and Gallagher argue that “the technology is new, but the challenges are familiar.”<sup>35</sup> Indeed, the field of education has always faced technological innovations that bring challenges and benefits: film, television, computers, Internet, mobile phones and, now, Artificial Intelligence.

The National Conference of State Legislatures’ Artificial Intelligence 2025 Legislation summary reported that all 50 states, Puerto Rico, Virgin Islands, and Washington, DC introduced AI legislation in the 2025 legislative session.<sup>36</sup> The foci of these policies vary from state to state, but most are concerned with consumer protection, data privacy, regulation for high-risk uses, generative AI transparency, and regulations specific to particular sectors, including Education. According to AI in Education, the Education Commission of the States, and TeachAI; 25, 28, and 30 states respectively and Puerto Rico have released official guidance on the use of AI in K-12 school districts and schools.<sup>37</sup> In August 2025, Ohio emerged as the first state to pass formal legislation aimed at ensuring that a model AI and cellphone policy for K-12 education is developed by the state’s education department by December 2025.<sup>38</sup> Then, either this policy, or one comparable created by districts themselves, be adopted by July 2026. The Ohio law mandates such policies should focus on key areas such as privacy, transparency, equity, academic integrity, and risk management.

**Connecticut AI Efforts.** Connecticut is a useful case study of AI policy in action. Connecticut’s key industries rely heavily on technology, so it is important that its educational pipeline prepares students with solid technology-based life and workforce skills. The Connecticut Commission for Education Technology (CET) is the state’s primary education technology advisory entity. Established in June 2000 through Public Act 00-187,<sup>39</sup> the CET was formed to advise on broad state technology goals including infrastructure and technology tools, policy, regulation, educational standards, curriculum, technology skills, and technology planning among many other key tasks. CGS § 4d-80 expanded the purview of the CET to one of overseeing the coordination and integration of technology throughout Connecticut’s schools, libraries, colleges, and universities.<sup>40</sup> In this context, and with AI considerations of utmost importance, the CET developed the 2024 – 28 State Educational Technology Plan - transmitted on January 3, 2025 – which highlights the “Use of Artificial Intelligence: In instruction and decision-making” as one of its seven priority areas.<sup>41</sup> However, AI-focused work has been underway via a number of other entities since 2023.

In June 2023, the Connecticut legislature passed Public Act 23-16, An Act Concerning Artificial Intelligence, Automated Decision-Making, and Personal Data Privacy with an effective date of July 2023.<sup>42</sup> It required government arms like the Department of Administrative Services (DAS) and the Judicial Department to annually inventory all systems using AI. It also tasked the Office of Policy Management (OPM) and Chief Court Administrator to “...establish policies and procedures related to AI use; to ensure that AI use does not result in any unlawful discrimination, or have a disparate impact, on specified populations; and . . . ensure that any state contract includes a provision that the vendor must comply with Connecticut’s consumer data privacy law.”<sup>43</sup>

Of particular importance for education is the Act’s creation of the Connecticut Artificial Intelligence Working Group to make recommendations regarding AI’s “ethical and equitable use” to the General Assembly’s General Law Committee. The Working Group held multiple stakeholder meetings and reviewed multiple reports and submissions to provide the requested AI-related recommendations. Its 255-page report was transmitted to the state in February 2024.<sup>44</sup>

As part of the Act’s charge DAS and OPM developed and posted on DAS’s website Guidance on Artificial Intelligence. This guidance has seven sections and is of interest to the education sector (Introduction, Types and Applications, Instructional and Decision-Making Best Practices, Risks, Policy and Guidance, Resources, and Acknowledgements).<sup>45</sup> Each area’s webpage provides introductory and specific information that is hyperlinked to relevant national, state, and organization-developed resources. The Policy and Guidance section references key Connecticut legislation and policy documents relevant for digital learning, privacy, and AI capacity-building. Policy AI-01 AI Responsible Use Framework, transmitted by OPM in February 2024, offers guidance to state agencies regarding ethical AI use and AI policy development. 12 guiding principles are presented (purposeful, accuracy, privacy, equity and fairness, transparency, understandable, accountability, adaptability, aligned to standards, human enhancing, safety and security), AI implementation phase are outlined (intake and exploration, impact assessment, procurement, and implementation), and guidance regarding Large Language Models (LLMs) is detailed. In addition, the document outlines the proposed duties of an AI Advisory Board to consult with state agencies; an AI Engagement and Enablement Lab for AI experimentation, education, and to inform policy and practice; procurement guidance; and suggested indicators for decision-making when state agencies are identifying and assessing AI systems.

Regarding education, the Working Group benefited greatly from a report by the Connecticut Academy of Scientists and Engineers (CASE) that “detailed the skills being taught by our K-12 and

higher education institutions, as well as the skills being asked for by our small businesses and larger businesses. More importantly it captured some of the concerns and hopes of both academia and industry.”<sup>46</sup>

The CASE AI report’s K-12 analysis drew upon representatives’ input from six districts, one Regional Educational Service Center (RESC) with specific technology/AT expertise, and attendance at the December 2023 Connecticut Education Technology Leaders Conference on Understanding AI and its Impact on K-12 Education. Five districts reported being in the early stages of information gathering regarding framework and policy development and one district did have a policy in place. CASE identified Awareness of AI, Critical Thinking, Digital Citizenship, Project-Based Learning Skills, and Prompting as important skills for Connecticut K-12 students. Challenges were similar to national and global concerns and included Data Privacy and Security, Equity and Digital Access, Ethical Dilemmas and Bias, Impact on Critical Thinking and Cognitive Abilities, Plagiarism and Cheating, Social Media and AI as well as concern about AI’s impact on existing school challenges (e.g., social-emotional health) and the importance of district and school leadership with AI and other technology expertise. Professional Development was seen as a key skill development area whether in-district through staff or peer-to-peer efforts, through state offerings in conjunction with/through organizations like Connecticut Education Technology Leaders (CETL), Connecticut Education Network (CEN), the six Connecticut RESCs, and national organizations like the Consortium for School Networking (CoSN).

In August 2024, the Connecticut State Board of Education (CSBE) released a Position Statement and Policy Guidance document detailing its stance entitled Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health.<sup>47</sup> The following guidance was suggested for Connecticut boards of education: “Given the risks and negative impact on learning and mental health, local and regional board of education, in collaboration with school leaders, educators, families and students, should develop and enact a districtwide Personal Technology Use in Schools policy inclusive of cell phones and current and emerging technologies.” It was stated “...behavioral expectations related to technology should be included in the student Code of Conduct to address issues such as . . . the unapproved use of artificial intelligence (AI) software and applications.”

In summer of 2024, the legislature passed PA 24 - 151, §§ 143 - 145, which required the Connecticut State Department of Education (CSDE) to administer an artificial intelligence (AI) tool pilot program, provide professional development for educators working for participating districts, and roll out a model K-12 Digital Citizenship curriculum for districts and schools. In January

2025, CSDE announced that seven districts would participate in the AI Pilot Program exploring AI tools for students in grades 7-12 and providing professional development for teachers in those districts ( East Hartford, Lebanon, Rocky Hill, Seymour, Waterford, Westport, and Manchester's Odyssey Community School).<sup>48</sup> The CSDE also identified Common Sense Education's K-12 Digital Citizenship Curriculum as the model curriculum.<sup>49</sup> The pilot program ended in June 2025 and a report to the Commissioner of Education is anticipated.

To continue to shed light on AI governance broadly in Connecticut, Connecticut Voices for Children transmitted a white paper in January 2025 entitled *Beyond the Algorithm: AI Governance for Building Safe Digital Futures*.<sup>50</sup> Focused on the potential impacts of AI on children, this report explains the magnitude of a child's digital footprint in this current era; discusses privacy, marketing, and technology's effects on the developing brain; and provides a very comprehensive account of international, federal, state, and Connecticut policies – much as this brief does. Recommendations include fairness, transparency, and disclosure; accountability and bias mitigation; data protection and privacy; ethical innovation; risk-based and sector-specific regulation; and consumer protection – all with a human-centered approach in mind.

Connecticut legislators have sought to address AI through two proposed bills: SB-2: An Act Concerning Artificial Intelligence that was passed by the Senate in both 2024 and 2025 but did not pass in the House in 2024 and was not brought to vote in 2025. Contentious because it takes a more stringent perspective on AI regulation, SB-2 has sought to address substantial data privacy, algorithmic discrimination, and deceptive media that might affect elections and/or non-consensual representations of people/places/things. It also promoted the ethical use of AI in education and the workforce. It is anticipated that SB-2 will be put forward again in the next legislative session. 23 AI-related bills were introduced in Connecticut, of which 15 failed to be enacted, seven failed-adjourned with a possibility of being reintroduced in the next legislative session, and one was enacted: S10 regarding Health Insurance and Patient Protection. With the rapid pace of AI development and implementation in all sectors of society, it will be interesting to see how Connecticut works to position itself regarding use and regulation.

## **Pointed AI Policy Guidance for Boards of Education in Connecticut**

The only entity to provide early, pointed AI policy guidance to Connecticut Boards of Education was the Connecticut Association of Boards of Education's (CABE) Policy Services arm.<sup>51</sup> In August of 2023, CABE presented P6141.3273/4118.53/4218.53, a three-page "optional policy to consider" entitled *Electronic*

*Resources/Generative AI (Artificial Intelligence) directed at Instruction/Personnel – Certified-Non-Certified*. The policy offers guidance on "Considerations for Effective Generative AI Use" and "Considerations for Teachers." In general, the sample policy promotes embracing AI for teaching, learning, and digital literacy, but doing so in ways that are ethical, equitable, and that do not replace human control and contribution to teaching and learning. The policy advances AI supplementing and supporting teaching and learning and suggests these efforts be guided by collaborations of district/community stakeholders – including technical and legal experts – who might productively form an AI Advisory Committee. Bias, privacy, digital literacy, and critical uses of AI are key areas of consideration.

Shortly after, in November 2023, the Connecticut Technical Education and Career System (CTECS) approved a focused AI policy entitled *Student Use of Artificial Intelligence Technologies*.<sup>52</sup> Specifically, the policy covered responsible use of AI regarding only using authorized AI tools, preventing plagiarism, and ensuring information accuracy and nondiscrimination. It also listed what constitutes prohibition in these areas; identified curriculum integration, AI projects, and ethical education as key instructional uses of AI, and detailed accountability and consequences for improper AI use. The policy notes, "When used appropriately, AI can enhance learning experiences, promote critical thinking, and prepare students for the future. However, it is crucial to ensure that AI is utilized responsibly by students in the school environment, avoiding plagiarism and the propagation of misinformation, bias or harmful content."

A handful of districts' boards of education have researched and adopted AI policies. In July 2024, Greenwich Public Schools adopted an AI policy built upon CABE's suggested approach. The Board of Education has updated this policy twice and in June 2025 advanced specific regulations for student AI use. Stratford Public Schools adopted its Board of Education Policy: Use of Artificial Intelligence in Education March 2025.<sup>53</sup> New Haven Public Schools' Board of Education voted in its new AI policy on August 11, 2025.<sup>54</sup> These policies are attached in the Appendix.

One global initiative spearheaded by the EDSAFE AI Alliance, which is a coalition founded in 2020 of over XX organizations coordinated by InnovateEDU, is the 2026 EDSAFE AI Alliance District Policy Lab.<sup>55</sup> Part of the AI Policy Labs Network, this initiative "...unites U.S. school districts and states in a collaborative effort to navigate the integration of artificial intelligence in K-12 education. Guided by the Alliance's SAFE Framework (Safety, Accountability, Fairness, Efficacy), these labs work together using an open science approach to develop a comprehensive 'policy stack.' This includes creating practical, shared resources like acceptable use policies, guidelines for

parent communication and consent, professional development materials, and ethical frameworks to ensure the responsible, equitable, and effective deployment of AI technologies in schools nationwide.”<sup>56</sup> Recently Norwalk Public Schools was named a 2026 EDSAFE AI Alliance District Policy Lab Selectee and will work with other volunteer states and school districts to “develop and implement clear, effective, and responsible AI policies and guidance aligned with the SAFE Framework.”<sup>57</sup>

## Moving Forward

When it comes to AI, Boards of Education are often overwhelmed and unsure of their role; as a result, AI doesn’t make it onto a Board’s agenda with the assumption that educators alone should handle its integration. However, this deferment, while understandable, can leave a significant leadership gap at a time when schools and communities urgently need direction and support.

Even from a position of uncertainty, Boards of Education have a vital role to play in shaping policy, supporting educators, and building community trust. Their fear of overstepping must be balanced with their responsibility to lead, especially as the field of education and communities confront the new ethical and pedagogical questions AI raises.

AI in education presents both promise and risk. As Smith (2023) explains, the core problem lies not in AI itself, but in an education system that often prioritizes performance over process and appearance over understanding. This sentiment was echoed in our focus group. In such a system, AI tools can encourage and reinforce superficial learning by enabling students to generate polished responses without engaging in deep thinking or ethical reflection. Smith connects this to the tradition of sophistry, where

the goal is to appear knowledgeable rather than to pursue genuine understanding.

When used intentionally, however, AI can become a powerful tool for supporting inquiry and ethical reasoning. For educators, especially in elementary settings where students may not yet meet age requirements for AI platforms, the goal shifts from immediate use to preparing students to engage with technology responsibly in the future. Currently, best practices include teaching critical thinking, digital literacy, and ethical questioning so that teachers can lay a foundation for meaningful AI use aligned with the development of true knowledge. This preparation becomes even more urgent in secondary education, where many students are already using AI tools like ChatGPT, often independently and outside structured learning environments. This informal and sometimes unsupervised use underscores the need for schools to respond, not just prepare. Educators should seize this moment to teach students how to engage with AI critically by analyzing its outputs, questioning biases, and recognizing the difference between assistance and substitution. With thoughtful instruction, students can move from passive users to active, ethical participants in an increasingly AI-integrated world.

Ultimately, AI reflects and amplifies the values within an educational system. If schools continue to prioritize short-term performance, AI may further erode authentic learning. But if AI is approached as a tool for inquiry, ethical reasoning, and creativity, it can support the development of thoughtful, future-ready learners. The responsibility for shaping this trajectory lies not only with teachers, but with Boards of Education as key partners in creating the structures, policies, and trust that allow meaningful innovation to flourish.

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