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Utah Instructional Technology and Artificial Intelligence

Model Policy and Implementation Resource

**Supporting Implementation of Sections 53G-7-228 to -229, Sections
53G-7-1401 to -1403, and USBE Rule R277-334**

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Introduction

Executive Summary

Sections [53G-7-228 to -229](#) and [Sections 53G-7-1401 to -1403](#) direct the Utah State Board of Education (USBE) to develop model policies addressing the balanced use of instructional technology and the use of Artificial Intelligence (AI) in Utah's public schools. The law also requires each Local Education Agency (LEA) to adopt local instructional technology and AI policies consistent with statutory requirements. This Model Policy and Implementation Resource were developed to support LEAs in meeting those requirements while preserving local decision-making and implementation flexibility.

Recognizing that successful implementation extends beyond policy adoption, this document provides both a practical implementation resource and a model policy designed to help LEAs understand, implement, monitor, and sustain local instructional technology and AI policies.

Implementation Timeline

Sections [53G-7-228 to -229](#) and Sections [53G-7-1401 to -1403](#) require each LEA to adopt local instructional technology and Artificial Intelligence (AI) policies **before July 1, 2027**. LEAs may adopt the USBE Model Policy as written or adopt an amended version that remains consistent with Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and Utah State Board of Education (USBE) Rule R277-334. Following adoption of local policies, LEAs are responsible for implementing local policies, providing required staff training, communicating expectations to educators, students, and families, maintaining required documentation, monitoring implementation, and submitting adopted policies and other required reports or certifications to the USBE as required by law. Local AI policies must be reviewed at least once every two years and updated as needed.

To support these responsibilities, the document is organized into two complementary components.

Section I – Implementation Resource

The Implementation Resource supports LEAs as they develop, implement, monitor, and periodically review local policies. Rather than simply restating statutory requirements, it provides legislative context, implementation guidance, key implementation questions, illustrative examples, implementation considerations, and practical resources that help educators and leaders translate Sections [53G-7-228 to -229](#), [Sections 53G-7-1401 to -1403](#), and USBE Rule R277-334 into effective local practice.

The Implementation Resource is organized into five sections:

- [Part I – Instructional Technology](#) provides guidance for the balanced, purposeful, and developmentally appropriate use of instructional technology.
- [Part II – Artificial Intelligence](#) supports the responsible, ethical, and effective use of AI in teaching and learning.
- [Part III – Considerations for Students with Disabilities](#) addresses accessibility, individualized decision-making, and the implementation of instructional technology and AI for students with disabilities.
- [Part IV – Implementation, Monitoring, and Accountability](#) supports LEAs in communicating, implementing, monitoring, documenting, and continuously improving local instructional technology and AI policies.
- [Part V – Professional Learning and Implementation Support](#) identifies ongoing professional learning, implementation tools, and additional resources that support sustained local implementation.

The appendices, terminology, and references provide additional implementation resources, including the required Grade-Level Framework for Classroom Technology and a Sample Parent Communication Regarding the Use of Artificial Intelligence (AI).

Section II – [Model Instructional Technology and Artificial Intelligence Policy](#)

The Model Policy provides sample policy language that reflects the requirements of Section [53G-7-228](#), Section [53G-7-1402](#), and USBE Rule R277-334. LEAs may adopt the Model Policy as written or adapt it to meet local needs while remaining

consistent with applicable state and federal law. Together, these two components provide LEAs with both an implementation framework that supports thoughtful local decision-making and a model policy that serves as the foundation for developing, implementing, monitoring, and periodically reviewing local instructional technology and AI policies.

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How to Use This Guide

This Implementation Resource is intended to assist Local Education Agencies (LEAs) in implementing the requirements of Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USBE Rule R277-334 related to instructional technology and Artificial Intelligence (AI). It is designed to support thoughtful local implementation by providing statutory context, implementation considerations, illustrative examples, practical resources, and a model policy that LEAs may adopt or adapt to meet local needs.

This resource is organized into complementary sections that may be used independently or together, depending on the reader's role and purpose. While the guide is designed to be read as a comprehensive resource, each major section is intended to function as a stand-alone reference for readers seeking information on a specific topic.

Introduction and Terminology

The Introduction provides an overview of the purpose and organization of the resource. The Terminology section includes statutory definitions from Sections [53G-7-228 to -229](#) and [Sections 53G-7-1401 to -1403](#), definitions incorporated from other legal authorities, and implementation definitions developed to support consistent understanding of terms used throughout the guide.

Parts I–III: Instructional Implementation

Parts I through III provide implementation guidance for instructional technology, AI, and special education considerations. Each section includes:

- A statement of purpose.
- A summary of applicable statutory and regulatory requirements.
- Key implementation questions that support local decision-making.
- Illustrative examples demonstrating how statutory requirements may be implemented in practice.
- Implementation considerations that support thoughtful instructional decision-making

These sections are intended to support understanding and implementation of statutory requirements and are not intended to establish additional legal requirements.

Part IV: Implementation, Monitoring, and Accountability

Part IV focuses on the organizational responsibilities necessary to successfully implement Sections [53G-7-228 to -229](#), [Sections 53G-7-1401 to -1403](#), and USBE Rule R277-334. It is intended primarily for LEA leaders, administrators, and others responsible for policy implementation. This section addresses communication, policy implementation, monitoring, documentation, accountability, and continuous improvement to support sustainable local implementation.

Part V: Professional Learning and Implementation Support

Part V describes the professional learning resources, implementation tools, and ongoing support available to assist LEAs as they implement local instructional technology and AI policies. These resources are intended to supplement this guide and will continue to evolve as technology, educational practice, and statutory requirements change.

Model Policy

The Model Policy provides sample policy language that LEAs may adopt or adapt to meet local needs. It is intended as a resource and should be reviewed in conjunction with local legal counsel and governing board policies. **If an LEA fails to adopt or create Instructional Technology and AI policies in accordance with Section [53G-7-228](#) and [53G-7-1402](#), the Model Policy will become their default policy.**

Appendices

The appendices include optional implementation resources designed to assist LEAs with implementation. These resources may be adapted to reflect local policies and practices and are not intended to establish additional legal requirements.

Successful implementation of Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USBE Rule R277-334 depends upon thoughtful local decision-making.

This document is not intended to be fully comprehensive. Given the rapid evolution of instructional technology and artificial intelligence, addressing every possible circumstance is unfeasible. Nothing in this guide is intended to replace the professional judgment of educators or the authority of LEAs to develop policies and procedures that meet local needs while complying with applicable law. LEAs should consult applicable statutes, administrative rules, and legal counsel when addressing questions of legal interpretation or local implementation.

Suggested Reading by Role ... Start here...

Superintendent or Charter Director	Executive Summary, Part IV – Implementation, Monitoring, and Accountability, Model Policy
School Board Member	Executive Summary, Model Policy, Appendices
District or Charter Administrator	Executive Summary, Parts I–V, Model Policy
Principal	Parts I and II, Part IV, Part V
Classroom Educator	Parts I and II, Illustrative Examples, Implementation Considerations, Professional Learning Resources
Special Education Administrator or Teacher	Part III – Considerations for Students with Disabilities
Technology Director	Parts I, II, and IV
Parent or Community Member	Executive Summary, Terminology, Appendix B – Sample Parent Communication Regarding the Use of Artificial Intelligence (AI)

References and Supporting Authorities

This Implementation Resource and Model Policy were developed in accordance with Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and Utah State Board of Education (USBE) Rule R277-334. Implementation of local policy may also require compliance with additional state and federal laws, regulations, and guidance. The following references are provided to support LEAs in the development, implementation, and ongoing review of local policy.

Primary Authorities

- [Utah Code Sections 53G-7-228 to -229 and Sections 53G-7-1401 to -1403](#)
- USBE Rule R277-334

Additional Utah Codes

- [Utah Code Section 53G-10-103](#) – Sensitive Instructional Materials
- [Utah Code Title 53E, Chapter 9](#) – Student Privacy and Data Protection
- [Utah Code Title 13, Chapter 77](#) – Generative Artificial Intelligence — Consumer Disclosures and Enforcement

Federal Laws and Regulations

- [Individuals with Disabilities Education Act \(IDEA\)](#)
- [Section 504 of the Rehabilitation Act of 1973](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Protection of Pupil Rights Amendment \(PPRA\)](#)
- [Children's Online Privacy Protection Act \(COPPA\)](#), as applicable

Utah State Board of Education (USBE) Resources

- Utah State Computer Science Standards:
 - [Utah K-5 Computer Science Standards](#)
 - [Utah 6-12 Computer Science Standards](#)
- [CTE Digital Technology Pathway Course Standards](#)
- The LEA's metadata dictionary
- Professional Learning and Implementation Support

Terminology from Utah Code Sections 53G-7-228 to -229 and Sections 53G-7-1401 to -1403

"Artificial intelligence" means a machine-based system that makes predictions, recommendations, or decisions influencing real or virtual environments (Section [13-72-101](#)).

"Artificial intelligence sandbox course" or "AI sandbox course" means a high school course offered to a student enrolled in an LEA focused on artificial intelligence technologies that operates within a secure and controlled digital environment and provides a student with supervised opportunities to apply artificial intelligence technologies through hands-on learning, experimentation, and application of the instructional material (Section [53G-7-1401](#)).

"Artificial intelligence tool" or "AI tool" means software or a system that generates outputs, predictions, or recommendations through machine learning, natural language processing, or other artificial intelligence techniques (Section [53G-7-1401](#)).

"Generative artificial intelligence" means an artificial intelligence technology system that:

- is trained on data
- is designed to simulate human conversation with a consumer through one or more of the following:
 - Text
 - Audio
 - Visual communication
 - Generates non-scripted outputs similar to outputs created by a human, with limited or no human oversight (Section [13-77-101](#)).

"High-stakes determination" means a decision regarding a student's placement, discipline, academic progression, or eligibility for a program or service (Section [53G-7-1402](#)).

"Instructional technology" means technology an LEA issues to a student in connection with the student's public education, including an electronic device, a digital tool, or a digital application ([Section 53G-7-228](#)).

"Screen-time" means the time a student spends using an electronic device with a screen in a classroom setting when the use of the electronic device does not involve instruction, guidance, or interaction with a teacher, an instructor, or other designated educational personnel. "Screen-time" does not include school work or instruction for an online student as that term is defined in Section [53G-6-705\(1\)\(e\)](#) ([Section 53G-7-228](#)).

"Technology-related learning difficulty" means a condition where a student experiences a pattern of difficulty learning through the use of instructional technology. "Technology-related learning difficulty" does not include a temporary or situational difficulty with technology use that is unrelated to a learning need that is diagnosed or identifiable (Section [53G-7-229](#)).

Terminology from USBE Rule R277-334:

"Direct instruction" means educator-led instruction involving active supervision, interaction, guidance, facilitation, or instructional support provided by a licensed educator or designated educational personnel (R277-334-2).

"Non-essential screen-time" means student screen exposure not directly connected to instructional objectives, direct instruction, supervised academic activities, or approved educational accommodations (R277-334-2).

"High-risk artificial intelligence interaction" means an interaction with generative artificial intelligence that involves 1) the collection of sensitive personal information, including health data, financial data, or biometric data; 2) the provision of personalized recommendations, advice, or information that could reasonably be relied upon to make significant personal decisions, including the provision of financial advice or services, legal advice or services, medical advice or services, or

mental health advice or services; or 3) other applications as defined by division rule ([Section 13-77-101](#)).

Suggested definitions to support implementation:

“Age-appropriate” means suitable, in terms of content, instructional methods, and learning experiences, for the developmental and social maturity generally associated with a student's age or age group, based on developing cognitive, emotional, and behavioral capacity typical for that age or age group (42 U.S.C. § 710(e)(1)).

Implementation Note: Age-appropriate determinations should be considered alongside developmental appropriateness. While students of the same age often share common developmental characteristics, they may also demonstrate different levels of readiness, strengths, and support needs. Professional judgment, informed by applicable law, local policy, and collaboration with families when appropriate, remains central to determining what is age-appropriate for an individual student or group of students.

“Developmentally appropriate” means instructional decisions that are appropriate for a student's developmental readiness and support the student's cognitive, social, emotional, behavioral, and academic development. Developmentally appropriate decisions should consider the student's age, individual strengths and needs, educational goals, and learning context. Professional judgment, informed by applicable law, local policy, and collaboration with families when appropriate, remains central to determining what is developmentally appropriate for an individual student or group of students.

“Purposeful engagement” means the intentional use of instructional technology or artificial intelligence to support clearly defined instructional objectives, active student learning, or educational outcomes. Purposeful engagement occurs when technology is selected because it meaningfully contributes to the learning experience, is aligned with instructional goals, and supports educator-directed instruction rather than passive or unnecessary technology use.

“Significant educational value” means that the use of instructional technology or artificial intelligence provides a meaningful instructional benefit that supports student learning, access, engagement, or instructional effectiveness.

Determinations of significant educational value should be based on the educational purpose for using the technology, alignment with Utah Core Standards and learning objectives, and professional judgment.

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Part I – Instructional Technology

A. Purpose

The purpose of this section is to support the balanced, purposeful, and developmentally appropriate use of instructional technology to enhance student learning while maintaining educators' central role in instruction. It is intended to help LEAs implement classroom technology practices that prioritize instructional purpose, minimize nonessential screen time, and ensure instructional technology is intentionally integrated to support student learning outcomes.

B. Statutory Requirements

Sections [53G-7-228 to -229](#) and USBE Rule R277-334 establish the minimum requirements that every local education agency (LEA) must address in its instructional technology policy. These requirements provide the statutory foundation for the implementation considerations and model policy included in this document.

Collectively, these requirements establish the expectation that instructional technology is used purposefully, is developmentally appropriate, instructionally sound, safe, and transparent, and implemented through thoughtful local decision-making.

To comply with Sections [53G-7-228 to -229](#) and USBE Rule R277-334, LEAs shall address the following statutory requirements.

Instructional Technology Use

Local policy shall require that instructional technology:

- Is designed specifically for instructional use and intentionally integrated into instruction to enhance student learning outcomes.
- Supports identified instructional goals or student learning outcomes.
- Is safe for a student's physical, cognitive, and emotional development and supported by evidence, data, or demonstrated significant educational value appropriate to the grade level (see [Appendix A](#), "Grade-level Framework for

Instructional Technology,” for requirements specific to the students’ grade level).

- Is not used as a substitute for direct instruction.
- Minimizes distraction, interference with instruction, or reduction in academic focus.
- Is compliant with existing state standards and law regarding student privacy and data protection, student data governance procedures, and sensitive instructional materials.

Educator Responsibilities

Local policy shall require that educators:

- Minimize nonessential screen time and prioritize purposeful instructional technology use directly connected to instructional goals
- Implement balanced instructional practices consistent with the Grade-Level Framework for Classroom Technology
- Participate in required instructional technology training consistent with applicable law and local policy

Family Transparency

Local policy shall provide for:

- Transparency and communication with parents regarding instructional technology use.

LEA Responsibilities

The LEA shall:

- Implement the [Grade-Level Framework for Classroom Technology \(Appendix A\)](#), including applicable statutory exceptions.
- Establish procedures for the selection, deployment, monitoring, evaluation, and periodic review of instructional technology to ensure compliance with the requirements of [Section 53G-7-228](#).
- Implement instructional technology filtering and access controls consistent with age-appropriate standards and student safety requirements.
- Adopt and enforce a policy to restrict access to internet or online sites that contain obscene materials to ensure compliance with [Section 53G-7-1002](#).

- Maintain documentation demonstrating compliance with instructional technology requirements, including monitoring, regular review procedures, and accountability measures required by USBE rule and state law.

Implementation Resource: To support the parent notification requirements of Section [53G-7-228](#) and USBE Rule R277-334, see [Appendix B](#) – Sample Parent Communication Regarding the Use of Instructional Technology and Artificial Intelligence (AI). LEAs may adapt the sample communication to reflect local policies, approved AI tools, required metadata dictionary links, and local points of contact.

C. Key Implementation Questions

What does appropriate classroom technology use look like?

Instructional technology, when used responsibly, can enhance teaching and learning. Appropriate classroom technology use is purposeful, intentional, balanced, and developmentally appropriate. Instructional technology should support meaningful learning experiences while helping students develop the knowledge, skills, and dispositions needed to use technology safely, responsibly, and effectively, consistent with the Utah State Computer Science Standards. Educators should model appropriate and responsible technology use and engage families as partners in supporting students as they develop healthy technology habits.

How should instructional technology support instruction aligned with Utah State Standards?

Instructional technology should be used when it directly supports instructional goals, enhances student learning outcomes, and aligns with Utah State Standards and instructional objectives. It should be intentionally integrated into instruction and should not be used as a substitute for instruction. Instructional technology use should be purposeful, developmentally appropriate, and consistent with applicable grade-level expectations.

How can educators ensure technology use is intentionally integrated into instruction?

Educators should intentionally consider the instructional purpose of technology before incorporating it into classroom instruction. The following questions may help guide instructional decision-making:

- Does the technology directly support the Utah State Standard(s) and instructional objective(s) for the lesson?
- Does the technology enhance student learning outcomes and provide educational value?
- Is the technology developmentally appropriate and consistent with applicable grade-level expectations?
- Would a non-digital instructional approach (e.g., teacher-led instruction, discussion, hands-on learning, or print-based resources) be equally or more effective in achieving the learning objective?
- Will the technology actively engage students in learning rather than simply increasing screen time?

How can we ensure that the educator and learner roles are honored and aligned with appropriate technology use?

Educators remain central to the instructional process and are responsible for determining when and how instructional technology is used to support student learning. Instructional technology should enhance, rather than replace, educator-directed instruction, professional judgment, or meaningful interactions between educators and students. Educators should actively supervise, guide, and model the appropriate use of educational technology to ensure it supports instructional goals and student learning outcomes.

Students should actively engage in learning using instructional technology as directed by the educator to support instructional goals, develop digital literacy, and demonstrate their knowledge and skills.

D. Illustrative Examples

The following examples illustrate how instructional technology may be used in ways that align with the Grade-Level Framework for Classroom Technology and the requirements of Sections [53G-7-228 to -229](#) and USBE Rule R277-334. These examples are intended to support local implementation and are not intended to

represent an exhaustive list of appropriate instructional practices. Refer to [Appendix A](#) for the complete Grade-Level Framework for Classroom Technology.

Kindergarten–Grade 3

- Educators use instructional technology to model literacy, mathematics, science, and computer science concepts during teacher-directed instruction.
- Students primarily engage in hands-on, print-based, and collaborative learning experiences. Instructional technology may be incorporated to support learning when it is developmentally appropriate and intentionally selected and directed by the educator.
- Students participate in computer science instruction and required assessments consistent with statutory requirements.
- Students develop foundational technology skills through developmentally appropriate instructional experiences.

Grades 4–6

- Students participate in technology-supported learning activities with a defined academic purpose and direct teacher supervision.
- Instructional technology is used to support research, collaborative writing, simulations, and other teacher-directed learning experiences.
- Students continue developing digital literacy and technology competency through purposeful instructional activities.

Middle School and High School

- Students use instructional technology to research, create, collaborate, communicate, and demonstrate learning.
- Technology supports increase independent learning while continuing to align with instructional goals and course expectations.
- Students develop the technology competencies necessary for digital literacy, college, career, and civic readiness.

Additional implementation examples, instructional strategies, and companion professional learning materials are available through [USB E Professional Learning and Implementation Support](#). (need link when available- resources being created)

E. Supporting Effective Instruction

While the examples above illustrate implementation across grade levels, effective instructional models may continue to be used when they remain consistent with the Grade-Level Framework for Classroom Technology.

Nothing in this Implementation Resource or Model Policy is intended to limit effective instructional practices such as centers, stations, or small-group instruction. These instructional models remain important strategies for providing differentiated instruction, targeted support, student collaboration, and meaningful learning experiences. When independent instructional technology use is limited by grade-level expectations, educators should implement these instructional models in ways that remain consistent with the Grade-Level Framework for Classroom Technology while continuing to support student engagement and instructional goals.

Instructional practices may include:

- Teacher-led small-group instruction combined with hands-on learning centers.
- Partner learning and collaborative problem-solving activities.
- Print-based independent practice.
- Teacher-directed instructional technology experiences.
- Learning stations that reinforce Utah Core Standards and instructional objectives through a variety of instructional approaches.

Additional implementation examples, instructional strategies, and companion professional learning materials are available through [USBE Professional Learning and Implementation Support](#). (need link when available- resources being created)

F. Developing Student Technology Competency

Balanced instructional technology use is intended to support—not delay—the development of student technology competency. Schools should provide developmentally appropriate opportunities for students to develop digital literacy,

responsible technology use, digital citizenship, and familiarity with instructional technology and assessment platforms, consistent with the Utah State Computer Science Standards and applicable statutory requirements.

Technology competency should develop progressively across grade levels so students are prepared to use instructional technology effectively in support of learning, meet course expectations, successfully participate in statewide assessments, and develop the knowledge and skills necessary for lifelong learning in an increasingly digital world.

Part II – Artificial Intelligence

A. Purpose

The purpose of this section is to support the purposeful, responsible, and developmentally appropriate use of Artificial Intelligence (AI) to enhance teaching and learning while maintaining educators' central role in instruction and professional judgment. It is intended to help LEAs develop local policies that promote the ethical, transparent, and effective use of AI in ways that support student learning, protect student privacy and well-being, and prepare students to understand and use AI responsibly in an increasingly AI-enabled world.

B. Statutory Requirements

Sections [53G-7-1401 to -1403](#) and USBE Rule R277-334 establish the minimum requirements that every local education agency (LEA) must address in its artificial intelligence policy. These requirements provide the statutory and regulatory foundation for the implementation considerations and model policy included in this document.

Collectively, these requirements establish the expectation that Artificial Intelligence (AI) is used purposefully, developmentally appropriately, transparently, ethically, and under meaningful human oversight in support of teaching and learning.

To comply with Sections [53G-7-1401 to -1403](#) and USBE Rule R277-334, LEAs shall address the following statutory requirements.

Educator Use of Artificial Intelligence

Local policy shall require that educators:

- Use only AI tools approved by the LEA.
- Retain professional judgment and instructional responsibility when using AI tools in the classroom.
- Use approved AI tools that are developmentally appropriate and aligned with the Utah State Computer Science Standards and other applicable state standards.

- Identify the instructional purpose of approved AI tools and communicate appropriate use expectations to students and families.
- Ensure that all AI tools meet developmental expectations, align with digital literacy standards for each grade level.
- Communicate assignment-specific guidance on the expectations regarding the use of AI tools in the classroom.

Student Expectations

Local policy shall establish expectations that students:

- Produce work that reflects their own knowledge, skill, and understanding.
- Use generative AI to complete academic work only when authorized by the educator for a specific instructional purpose.
- Follow assignment-specific expectations regarding the appropriate use of AI.

Student Safety, Privacy, and Transparency to Families

Local policy shall require:

- Written parent notification when generative AI is used for instruction, assessment, or classroom activities, including a link to the LEA's metadata dictionary as required by Section 53G-7-1402 and USBE Rule R277-334.
- Clear expectations for parents regarding permitted and prohibited uses of AI tools in the classroom.
- Protection from AI tools that expose students to harmful, manipulative, or inappropriate content or the use of AI tools for practices that threaten student safety or well-being, including biometric surveillance and psychological profiling.
- Compliance with applicable state and federal privacy laws and student data protection requirements.

Implementation Resource: To support the parent notification requirements of Sections [53G-7-1401 to -1403](#) and USBE Rule R277-334, see [Appendix B](#) – Sample Parent Communication Regarding the Use of Artificial Intelligence (AI). LEAs may adapt the sample communication to reflect local policies, approved AI tools, required metadata dictionary links, and local points of contact.

LEA Responsibilities

The LEA shall:

- Prohibit the use of generative AI to independently grade student work or make high-stakes determinations.
- Provide staff training regarding the LEA's AI policy and responsible use of AI.
- Monitor implementation of the local AI policy and ensure compliance to the policy at each school within the LEA.
- Review the local AI policy at least once every two years and update it as needed.
- Comply with all policy submission and reporting requirements established by law and USBE Rule.

To inform the AI policy an LEA adopts, an LEA may create and distribute the following artificial intelligence resources:

- A vision or guidance document
- An artificial intelligence framework
- Artificial intelligence best practices

C. Key Implementation Questions

How should AI support teaching and learning?

Artificial Intelligence (AI) has the potential to enhance teaching and learning by supporting educators, improving student learning experiences, and increasing instructional efficiency. AI tools should be used purposefully to support instructional goals, enhance student learning outcomes, and reduce educator and student workload when appropriate. AI is a tool that supports teaching and learning—not a replacement for educator expertise, professional judgment, or meaningful interactions between educators and students. Consistent with the Utah State Computer Science Standards, students should develop the knowledge and skills necessary to understand and use AI responsibly, ethically, and effectively.

What expectations apply to educators and students?

Educators are responsible for ensuring that AI is used purposefully, transparently, and in ways that support instructional goals and student learning outcomes.

Educators should communicate clear expectations for students and parents regarding when and how AI may be used.

When authorized by the educator, students are expected to use AI responsibly and ethically in accordance with educator guidance and local policy. Student work should reflect each student's own knowledge, skill, and understanding. When authorized for a specific instructional purpose, AI should be used to support learning—not replace it.

What decisions must remain human?

Professional judgment and instructional responsibility remain the responsibility of the educator. AI may support teaching, learning, and administrative tasks, but it should not replace educator decision-making. Consistent with Section [53G-7-1402](#), generative AI shall not be used to independently grade student work or make high-stakes determinations regarding student placement, discipline, academic progression, or eligibility for programs or services. Educators remain responsible for reviewing AI-generated content and making final instructional and educational decisions.

What AI uses are prohibited?

AI use in the classroom must comply with all applicable state and federal laws, USBE Rule, and local policy. AI tools shall not be used in ways that replace educator professional judgment or instructional responsibility, threaten student safety or well-being, or expose students to harmful, manipulative, or inappropriate content. AI use that is inconsistent with LEA-approved policies, parent notification requirements, or assignment-specific expectations established by the educator is prohibited.

D. Illustrative Examples

The examples below illustrate how Artificial Intelligence (AI) may be used in ways that align with Sections [53G-7-1401 to -1403](#), USBE Rule R277-334, and local policy. They should be interpreted within the context of the student's age, developmental

readiness, instructional purpose, and educator supervision. Appropriate uses of AI will vary based on these considerations and should remain consistent with local policy, the Utah State Computer Science Standards, and applicable grade-level expectations.

Instructional Planning

Examples may include:

- Using AI to develop lesson ideas, instructional activities, or instructional materials that align with Utah State Standards and local learning objectives, with educator review and refinement prior to classroom use.
- Using AI to differentiate instructional materials to meet diverse student learning needs while maintaining alignment with instructional goals.
- Using AI to assist educators in developing formative assessment questions, rubrics, or exemplars aligned with Utah Core Standards.
- Using AI to organize or summarize assessment information to support educator analysis and instructional planning.
- Using AI to assist educators in identifying instructional patterns or potential misconceptions that may inform future instruction.
- Using AI to draft parent communications, newsletters, or classroom resources that are reviewed and approved by the educator before distribution.

Teaching and Learning

Examples may include:

- Using AI under educator direction to support brainstorming, research, or revision for a specific instructional purpose.
- Using AI under educator direction to help students evaluate AI-generated responses for accuracy, bias, reliability, and appropriate use.
- Using AI as one of multiple instructional tools to support learning while ensuring students continue to demonstrate their own knowledge, skill, and understanding.

Administrative Efficiency

Examples may include:

- Using AI to organize information, summarize notes, or draft routine communications for educator review.
- Using AI to assist with meeting agendas, planning documents, or administrative workflows while maintaining educator oversight.
- Using AI to support routine administrative tasks that allow educators to devote more time to teaching and student learning.

Additional implementation examples, instructional strategies, and companion professional learning materials are available through [USBE Professional Learning and Implementation Support](#). (need link when available- resources being created)

E. Responsible Implementation

Successful implementation of Artificial Intelligence (AI) depends not only on compliance with statutory requirements but also on thoughtful practices that preserve educator responsibility, protect students, and support meaningful learning. As LEAs implement local AI policy, the following considerations may support responsible implementation.

Additional implementation examples, instructional strategies, and companion professional learning materials are available through [USBE Professional Learning and Implementation Support](#). (need link when available- resources being created)

Human Oversight

AI should support—not replace—educator expertise and professional judgment. Educators remain responsible for reviewing AI-generated content, making instructional decisions, and ensuring AI is used appropriately in support of teaching and learning.

Academic Integrity

AI should support student learning rather than replace student thinking or original work. Educators should communicate clear expectations for appropriate AI use and continue to apply existing academic integrity policies when those expectations are not met.

Transparency and Verification

Educators and students should understand that AI-generated content may contain inaccuracies or reflect limitations in the data used to develop AI systems.

AI-generated information should be reviewed for accuracy, bias, completeness, and appropriateness before being used for instruction or shared with students.

Privacy and Security

AI should be used in ways that protect student privacy and comply with applicable state and federal privacy laws. LEAs should evaluate AI tools before classroom use to ensure they meet applicable privacy, security, and data governance requirements.

High-Risk Artificial Intelligence Interactions. Students should be taught to recognize high-risk artificial intelligence interactions, including interactions involving sensitive personal information or personalized recommendations, advice, or information that could reasonably be relied upon to make significant personal decisions. Instruction should emphasize protecting sensitive personal information, critically evaluating AI-generated advice, and recognizing when human judgment or qualified professional expertise is necessary. See Utah Code §13-77-101.

Professional Learning and Resources

Additional implementation examples, instructional strategies, professional learning resources, and implementation tools are available throughout this guide, including [Appendix B](#) – Sample Parent Communication Regarding the Use of Artificial Intelligence (AI) to support family notification requirements.

Successful implementation of AI should always strengthen teaching and learning while preserving the educator's central role and supporting meaningful student learning experiences.

F. Developing AI Literacy

Students should have developmentally appropriate opportunities to develop an understanding of Artificial Intelligence (AI) that are aligned with their age,

developmental readiness, instructional goals, and the Utah State Computer Science Standards. As students progress across grade levels, instruction should help them understand how AI works, recognize its capabilities and limitations, evaluate AI-generated content critically, and use AI responsibly, ethically, and effectively.

AI literacy should strengthen critical thinking, digital citizenship, responsible technology use, and informed decision-making, preparing students to participate thoughtfully, responsibly, and safely in an increasingly AI-enabled world while reinforcing the ethical reasoning and digital citizenship skills that remain essential regardless of technological change.

G. Artificial Intelligence (AI) Sandbox Courses

Section [53G-7-1403](#) authorizes, but does not require, Local Education Agencies (LEAs) to offer an Artificial Intelligence (AI) Sandbox course for students in grades 9–12. The purpose of an AI Sandbox course is to provide supervised instructional opportunities aligned with workforce development needs in emerging fields, including AI, data science, digital design, and related disciplines.

LEAs choosing to offer an AI Sandbox course shall comply with the statutory requirements established in Section [53G-7-1403](#), including:

- limiting delivery to Career and Technical Education (CTE) courses or focused campuses;
- incorporating safeguards that protect students, including compliance with applicable federal and state privacy laws, student data protection requirements, sensitive instructional material requirements, and ethical use guidelines established by the USBE;
- notifying parents of the nature of the course;
- obtaining written parental consent before student participation; and
- ensuring student participation remains voluntary.

Utah State Board of Education Ethical Use Guidelines

AI Sandbox courses should be implemented in ways that reflect the following ethical use guidelines:

Human Oversight. Educators remain responsible for instructional decisions, supervision, and student learning. Artificial Intelligence should support learning experiences, but it should not replace educator professional judgment or meaningful educator-student interaction.

Student Safety and Well-Being. AI Sandbox courses should be designed to protect students from harmful, manipulative, or inappropriate content or practices and should be age-appropriate, supervised, and consistent with local policy and applicable law.

Privacy and Security. LEAs should use only approved AI tools and should protect student privacy, confidential information, and personally identifiable information in accordance with applicable state and federal law.

Transparency. Students should understand when and how AI is being used in the course. Educators should model appropriate AI use and clearly communicate expectations for ethical and responsible use.

Academic Integrity. AI should be used to support learning, not to misrepresent student work or replace student thinking, creativity, or problem-solving.

Fairness and Bias Awareness. Students should be taught to recognize that AI systems may reflect bias, incomplete information, or inaccurate outputs, and should be encouraged to evaluate AI-generated content critically.

Verification and Human Judgment. Students should verify AI-generated information using credible sources and human judgment before relying on it.

Responsible Innovation. AI Sandbox courses should provide authentic opportunities to explore, experiment, and innovate while maintaining appropriate boundaries and safeguards.

Unless specifically exempted by law, AI Sandbox courses remain subject to the applicable instructional technology and Artificial Intelligence policy requirements contained in Section [53G-7-1403](#) and USBE Rule R277-334.

Part III – Considerations for Students with Disabilities

A. Purpose

The purpose of this section is to support the equitable, responsible, and legally compliant use of instructional technology and Artificial Intelligence (AI) for students with disabilities. It is intended to help LEAs implement instructional technology and AI in ways that promote accessibility, support individualized instruction, preserve educator professional judgment, and ensure continued compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the USBE (USBE) Special Education Rules, and other applicable state and federal law.

B. Legal and Statutory Requirements

The implementation of instructional technology and Artificial Intelligence (AI) for students with disabilities is governed by federal and state law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Family Educational Rights and Privacy Act (FERPA), Utah Code, and the USBE Special Education Rules. These legal requirements provide the foundation for the implementation considerations contained in this section.

Collectively, these requirements establish the expectation that instructional technology and AI are implemented in ways that ensure students with disabilities have equitable access to and the ability to make progress in grade-appropriate content, and to preserve student rights, protect student privacy, support individualized instruction, and maintain educator professional judgment.

To comply with applicable federal and state law, LEAs shall address the following requirements.

Student Access and Accessibility

Local policy shall:

- Ensure students with disabilities have equitable access to instructional technology and AI consistent with IDEA, Section 504, and applicable state law.
- Ensure instructional technology and AI support access to the general education curriculum and individualized education program (IEP) goals and services while maintaining appropriate accommodations, modifications, and supplementary aids and services.
- Provide alternative supports, accommodations, or learning pathways when instructional technology creates barriers to student learning.

Educator Responsibilities

Local policy shall require that educators:

- Retain professional judgment and instructional responsibility when using instructional technology or AI to support students with disabilities.
- Ensure instructional decisions remain aligned with each student's Individualized Education Program (IEP), Section 504 Plan, and other applicable supports.
- Review AI-generated content for accuracy, accessibility, appropriateness, and alignment with student needs before implementation.
- Protect personally identifiable information (PII) and comply with applicable federal and state privacy requirements when using instructional technology or AI.

LEA Responsibilities

The LEA shall:

- Determine the extent to which educators may use AI to support students with disabilities.
- Determine if special education data should be entered into or otherwise provided to LEA-approved AI tools.
- Ensure the use of instructional technology and AI complies with IDEA, Section 504, FERPA, Utah Code, USBE Special Education Rules, and applicable local policy.
- Provide professional learning and implementation support related to instructional technology, AI, accessibility, adaptive and assistive technology, and legal compliance.

- Monitor implementation of local policies to ensure continued compliance with applicable federal and state law.
- Develop and maintain procedures to support students demonstrating technology-related learning difficulties as required by Section [53E-7-229](#).

C. Key Implementation Questions

How are accessibility and equity addressed?

Accessibility and equity are addressed by ensuring that instructional technology and Artificial Intelligence (AI) expand access to learning rather than create additional barriers. Decisions regarding instructional technology and AI should be guided by each student's individual strengths, needs, IEP goals, and services while maintaining access to the general education curriculum and ensuring appropriate accommodations, modifications, and supplementary aids and services. When implemented thoughtfully, AI can support educators in developing accessible instructional materials, reducing barriers to participation, and promoting meaningful inclusion while preserving educator professional judgment and individualized decision-making.

How are students supported when technology creates barriers?

Students who experience barriers to learning, participation, or access resulting from instructional technology or Artificial Intelligence (AI) should be supported through timely instructional adjustments and appropriate accommodations. LEAs should ensure that students continue to receive the accommodations, modifications, assistive technology, and supplementary aids and services necessary to access the general education curriculum and make progress toward their individualized educational goals. When instructional technology or AI creates barriers, educators should respond by identifying and removing those barriers rather than expecting students to adapt to the technology. When appropriate, alternative instructional approaches, learning pathways, or technology supports should be provided to ensure equitable access to grade-appropriate content, meaningful participation, and continued progress in learning.

When might students with disabilities require additional consideration regarding classroom technology or AI?

Students with disabilities may require additional consideration when instructional technology or AI affects their ability to access instruction, demonstrate learning, communicate effectively, or receive the accommodations and supports identified in their IEP or Section 504 Plan. Decisions regarding instructional technology and AI should be based on each student's individualized needs and should consider whether adaptive and/or assistive technology, alternative instructional approaches, or additional supports are necessary to ensure equitable access, meaningful participation, and continued progress toward individualized educational goals.

D. Supporting Effective Implementation

Successful implementation of instructional technology and AI in special education depends on preserving educator professional judgment while using technology to increase access, support individualized instruction, and improve efficiency. AI serves as a decision-support tool—not a replacement for the professional expertise, legal responsibilities, or individualized decision-making required in special education.

Effective implementation begins with a clear understanding of the responsibilities that remain with educators and the ways AI can appropriately support their work.

What the Educator Owns

Educators remain responsible for:

- Understanding each student's individual strengths, interests, preferences, needs, and individualized educational goals through an asset-based perspective.
- Ensuring instruction, accommodations, modifications, supplementary aids and services, and assistive technology remain aligned with the student's IEP or Section 504 Plan.
- Reviewing all AI-generated content for accuracy, accessibility, cultural relevance, and appropriateness while ensuring it reflects asset-based language and does not reinforce bias or deficit-based assumptions.

- Ensuring instructional decisions comply with IDEA, FERPA, the USBE Special Education Rules, and applicable local policy.
- Making all instructional, educational, and legal decisions regarding students with disabilities.

How AI Can Support Educators

AI may, in accordance with local policy and direction, appropriately support educators by assisting with tasks such as:

- Drafting lesson materials, instructional scaffolds, and curriculum supports that educators review and refine before classroom use.
- Creating graphic organizers, visual supports, choice boards, communication supports, and other instructional resources that improve content accessibility and reduce barriers to learning.
- Organizing, summarizing, and displaying instructional or progress-monitoring data to support educator analysis and instructional planning.
- Adapting text, vocabulary, and instructional materials to improve content access while maintaining grade-level expectations, preserving opportunities for skill development, and ensuring educator oversight.
- Identifying potential instructional patterns or trends that educators may use to inform future instructional planning and supports.

Adaptive/Assistive Technology and Student Access

AI may enhance existing adaptive and assistive technology by improving communication, content accessibility, and student independence. Examples may include AI-supported augmentative and alternative communication (AAC), text-to-speech, speech-to-text, word prediction, captioning, visual supports, and other adaptive and assistive technologies that increase access to instruction.

Decisions regarding adaptive and assistive technology should remain individualized and based on each student's documented educational needs, with all tools selected and implemented through educator professional judgment and the IEP or Section 504 process when applicable.

Professional Responsibility

Successful implementation requires educators to critically review AI-generated content, verify accuracy, identify potential bias, and ensure instructional decisions remain individualized and legally compliant. AI should strengthen educator effectiveness—not replace educator expertise, professional judgment, or individualized decision-making. Educators should continue to monitor the impact of instructional technology and AI on student learning, independence, and skill development to ensure technology expands access without creating unnecessary dependence or barriers.

Additional implementation examples, instructional strategies, and companion professional learning materials are available through [USBE Professional Learning and Implementation Support](#). (need link when available- resources being created)

E. Artificial Intelligence and the IEP Process

The development of an Individualized Education Program (IEP) is both an instructional and legal process requiring professional judgment, individualized decision-making, and meaningful participation by the IEP team. Artificial Intelligence (AI) may support administrative or preparatory aspects of the IEP development process by assisting with drafting supporting documents, organizing existing information, summarizing records, or generating ideas for educator review and consideration. AI does not replace the professional judgment of educators, the decision-making authority of the IEP team, or the legal requirements established under the Individuals with Disabilities Education Act (IDEA), the Utah State Board of Education (USBE) Special Education Rules, and applicable state and federal law.

Before Using AI

Before using AI to support the IEP process, educators should ensure that:

- Only LEA-approved AI platforms are used, and only in accordance with local policy.
- AI tools are accessed using secure LEA-provided accounts.
- All applicable federal and state laws, LEA policies, and ethical requirements are followed.

Safeguarding Student Information

When using AI during the IEP process, educators should:

- Protect personally identifiable information (PII) and confidential student records.
- Use de-identified information whenever possible.
- Never enter existing IEP documents, student names, or protected educational records into non-approved AI platforms.
- Document decisions regarding adaptive and assistive technology, accommodations, modifications, and instructional supports through established IEP or Section 504 processes rather than relying on AI-generated recommendations.
- Review all AI-generated content to ensure it reflects asset-based language, accurately represents the student, and is appropriate for the intended educational purpose.

How AI Can Support the IEP Process

AI may, in accordance with local policy and direction, appropriately support educators by assisting with:

- Organizing and summarizing instructional or progress-monitoring data.
- Drafting preliminary Present Levels of Academic Achievement and Functional Performance (PLAAFP) language using secure information.
- Developing formative assessment questions, instructional prompts, rubrics, and exemplars that support ongoing progress monitoring and instructional planning aligned with Utah Core Standards and individualized educational goals.
- Brainstorming potential goals, accommodations, instructional supports, assistive technology options, and transition services for educator review.
- Exploring career pathways, community resources, and postsecondary supports that may benefit the student.
- Generating draft instructional materials or planning documents that are reviewed, revised, and approved by the educator or related services provider.

What AI Cannot Do

AI shall not:

- Replace the professional judgment or decision-making authority of the IEP team or service provider.
- Determine eligibility for special education services.
- Determine placement in the Least Restrictive Environment (LRE).
- Determine specially designed instruction, related services, accommodations, modifications, or their location, frequency, or duration.
- Determine disciplinary actions or emergency safety interventions.
- Replace the participation of parents, guardians, students, or other required members of the 504 and/or IEP team.
- Finalize or approve any portion of an IEP or other legal special education document without educator review, revision, and IEP team approval.
- Access, store, or process personally identifiable information (PII) through unapproved or public AI platforms.

Additional implementation examples, instructional strategies, and companion professional learning materials are available through [USBE Professional Learning and Implementation Support](#).

F. Supporting Students with Technology-Related Learning Difficulties

Instructional technology and Artificial Intelligence (AI) have the potential to improve access to learning for many students. However, technology can also create unintended barriers that interfere with learning, participation, or equitable access to the general education curriculum. Section [53G-7-229](#) requires LEAs to establish procedures and resource plans to identify and support students who experience technology-related learning difficulties while preserving accommodations and services otherwise required under federal and state law.

Students with disabilities may also experience technology-related learning difficulties; however, the supports described in this section supplement—and do not replace—the accommodations, services, and protections provided under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or a student's Individualized Education Program (IEP).

Resource Planning

LEAs shall develop procedures and resource plans to support students who demonstrate a pattern of difficulty learning through the use of instructional technology, excluding temporary or situational difficulties unrelated to an identified learning need.

Available Supports

When appropriate, LEAs may provide additional resources and accommodations, including:

- Access to printed instructional materials.
- Alternative assignment formats.
- Access to a technology resource center.
- Access to an educational professional with expertise in instructional technology and technology-related learning difficulties.
- Additional time for technology-based tasks.

Alternative Learning Pathways

When instructional technology creates barriers to learning, LEAs may provide alternative instructional pathways, including:

- Hands-on or project-based learning experiences.
- Print-based instructional materials.
- Verbal instruction.
- Other instructional approaches that provide equitable access to learning.

Implementation Considerations

Technology-related learning difficulties should be addressed by removing barriers to learning rather than reducing access to accommodations, assistive technology, or individualized supports. LEAs should maintain procedures for identifying and supporting students who demonstrate technology-related learning difficulties while ensuring that instructional technology continues to expand access to learning rather than create additional barriers.

Nothing in this section shall be interpreted to:

- Limit or interfere with accommodations or services otherwise required under IDEA, Section 504 of the Rehabilitation Act of 1973, or other applicable federal or state law.
- Limit or interfere with the implementation of a student's Individualized Education Program (IEP) or Section 504 Plan.
- Require an LEA or educator to diagnose a medical, psychological, or learning disorder.

Draft

Part IV – Implementation, Monitoring, and Accountability

A. Purpose

The purpose of this section is to support Local Education Agencies (LEAs) in implementing and sustaining the local instructional technology and Artificial Intelligence (AI) policies required by Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USBE Rule R277-334.

While adopting local policy is an important first step, effective implementation also requires ongoing communication, professional learning, monitoring, documentation, and periodic review. This section summarizes the organizational responsibilities that support successful implementation and ongoing compliance.

Implementation Resource: See [Appendix C](#) – Instructional Technology and AI Policy LEA Implementation Planning Checklist

B. Statutory Requirements

Following adoption of local instructional technology and Artificial Intelligence (AI) policies, LEAs shall establish procedures that support effective implementation, communication, monitoring, and accountability consistent with Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USBE Rule R277-334.

Policy Adoption and Governance

The LEA shall:

- Adopt local instructional technology and Artificial Intelligence (AI) policies consistent with Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USBE Rule R277-334.
- Hold a public meeting in accordance with the [Open and Public Meetings Act \(Title 52, Chapter 4\)](#) before adopting or substantially revising local policy.
- Submit the adopted policy, a statement confirming the LEA held a public meeting to allow for public comment, and any subsequent revisions to the Utah State Board of Education as required by law.

- Review the local Artificial Intelligence (AI) policy at least once every two years.
- Annually certify compliance with applicable statutory and Board Rule requirements.

Communication and Transparency

The LEA shall:

- Communicate local expectations regarding instructional technology and Artificial Intelligence (AI) to educators, students, parents, and families, including required parent notifications and opportunities for public input.
- Maintain and make available to parents information required by Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USBE Rule R277-334, including approved AI tools used in the student's classroom, the LEA's AI metadata dictionary, instructional technology resources, digital tool information, information regarding instructional technology monitoring and filtering systems, and other parent information required by law.
- Upon request and consistent with applicable privacy and security laws, an LEA shall provide a parent access to the student's school-issued device, account credentials, and browsing history.
- Provide parents with the option to receive alerts when a student attempts to access material flagged as sensitive material under Section 53G-10-103.
- Provide families with resources that support appropriate supervision of instructional technology use in the home.

Additional implementation tools and planning resources are provided in the [Appendix B - Sample Parent Communication Regarding the Use of Artificial Intelligence \(AI\)](#).

Technology and AI Management

The LEA shall:

- Maintain an inventory of approved AI tools authorized for educator or student use and establish procedures for reviewing instructional technology and AI tools.

- Ensure approved technologies comply with statutory requirements related to educational value, developmental appropriateness, privacy, safety, and alignment with Utah Core Standards.
- Develop procedures to support students demonstrating technology-related learning difficulties.
- Prohibit instructional technology or AI practices that conflict with state law or compromise student safety, privacy, or well-being.

Professional Learning

The LEA shall:

- Provide required training for educators and staff regarding instructional technology, AI, educator responsibilities, student privacy, digital citizenship, academic integrity, and local policy requirements.
- Maintain records documenting completion of required training and other implementation activities.

Implementation Resource: See [Part V – Professional Learning and Implementation Support](#).

Monitoring and Reporting

The LEA shall:

- Establish procedures for monitoring implementation of local instructional technology and AI policies.
- Maintain documentation demonstrating implementation and compliance with local policy and applicable law.
- Submit reports and information requested by the USBE or State Superintendent of Public Instruction.
- Participate in implementation monitoring or compliance reviews conducted by the USBE.
- Respond to corrective actions or additional reporting requirements established by law or USBE Rule.

C. Ongoing Review and Improvement

Implementation is an ongoing process rather than a one-time compliance activity. As instructional technology, Artificial Intelligence (AI), educational research, and statutory requirements continue to evolve, LEAs should periodically review local policies, implementation practices, stakeholder feedback, and professional learning needs.

Regular review supports continuous improvement by helping LEAs evaluate implementation, identify emerging needs, strengthen local practice, and maintain alignment with Sections [53G-7-228 to -229](#), [Sections 53G-7-1401 to -1403](#), USBE Rule R277-334, and local priorities.

Supplementary implementation resources and tools are situated within the appendices. Furthermore, specific opportunities for educator growth are detailed in [Part V – Professional Learning and Implementation Support](#).

Part V – Professional Learning and Supporting Resources

Successful implementation of this Model Policy and Implementation Resource requires ongoing professional learning and implementation support. The Utah State Board of Education (USB) will develop and maintain professional learning opportunities and implementation resources to assist Local Education Agencies (LEAs), administrators, educators, and support staff in implementing the requirements of Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USB Rule R277-334.

Professional Learning Resources

USB will develop and maintain professional learning opportunities that support educator understanding and implementation of instructional technology, Artificial Intelligence (AI), and the requirements of Sections [53G-7-228 to -229](#), Sections [53G-7-1401 to -1403](#), and USB Rule R277-334. Professional learning may include self-paced modules, webinars, workshops, and other learning opportunities designed to support local implementation.

Classroom Examples and Instructional Supports

USB will develop classroom examples, instructional strategies, sample scenarios, and other implementation resources that illustrate appropriate uses of instructional technology and AI across grade levels and content areas. These resources are intended to support educator decision-making and local implementation while remaining consistent with statutory requirements and Board Rule.

Frequently Asked Questions

USB may develop and periodically update a Frequently Asked Questions (FAQ) resource to address common implementation questions related to instructional technology, Artificial Intelligence (AI), the Model Policy, and this Implementation Resource. The FAQ will support consistent interpretation of statutory requirements while responding to questions that emerge during local implementation.

Future Resource Development

As instructional technology, Artificial Intelligence (AI), educational research, and statutory requirements continue to evolve, USBE will periodically review and update professional learning materials, implementation resources, classroom examples, and other supporting materials. Future resources may also include additional implementation tools, ethical guidance, sample documents, and other materials developed to support successful local implementation.

These professional learning and implementation resources are intended to supplement this Model Policy and Implementation Resource and will be updated periodically to reflect changes in law, Board Rule, educational research, technology, and implementation experience.

Section II -Model Policy

INSTRUCTIONAL TECHNOLOGY AND ARTIFICIAL INTELLIGENCE MODEL POLICY

Sections 53G-7-228, 53G-7-229, and 53G-7-1401 through -1403, and USBE Rule R277-334, are new requirements enacted in the 2026 General Session (H.B. 273). Most local school boards will not yet have a policy addressing instructional technology and artificial intelligence (AI) use in the classroom and will need to adopt one for the first time; a board that already has a related policy should review and update it to meet these requirements. Each LEA must adopt a local instructional technology and AI policy before July 1, 2027. Note: time periods in state law and this model policy are measured in “school days,” not “calendar days,” unless otherwise noted.

REQUIRED ELEMENTS OF LOCAL POLICY

At minimum, local policy must include:

- definitions of key terms used throughout the policy (see “Key Terms,” below);
- minimum standards for using instructional technology in the classroom (Section II);
- grade-level limits on instructional technology use — take-home devices, device ratios, screen-time, homework, and internet filtering — for K–3, grades 4–6, middle/junior high, and high school (Section III);
- ways parents can see and access their student’s technology use, including a list of digital tools, access to their student’s device/account/browsing history on request, and sensitive-material alerts (Section IV);
- minimum standards for using AI in the classroom, including educator oversight, prohibited uses, and parent notification (Section V);
- a resource plan for students who have a hard time learning through technology (Section VI);
- if the LEA offers one, rules for an AI sandbox course (Section VII);
- educator and staff training requirements (Section VIII); and
- the exemptions to the grade-level limits, and a statement protecting educator judgment and IEP/Section 504 authority (Section IX).

ADOPTION, CERTIFICATION, AND ONGOING COMPLIANCE

Before adopting or substantially revising a policy under this model, the LEA governing board must hold a public meeting that allows for public comment (Title 52, Chapter 4, Open and Public Meetings Act). After adoption, the LEA submits the finalized policy, proof the meeting was held, and the implementation report to the state board (Section 53G-7-228(7)). The AI policy must be reviewed at least once every two years; the instructional technology policy should be reviewed on a similar schedule. Under USBE Rule R277-334, the LEA must also certify compliance annually with Sections 53G-7-228, 53G-7-229, 53G-7-1402, 53G-7-1403, and the rule — this is separate from, and in addition to, the certification tied to receiving state digital literacy, computer science, or educational technology funds under Section 53F-2-510. If the policy lapses — for example, a required review is missed, or the state board does not approve a revised AI policy — the USBE model policy applies by default until the LEA is back in compliance.

Note to drafters (not intended as adopted policy language): as LEAs adapt the model policy below, drafters may want to decide who at the school or district level can approve an exemption under Section IX; review the LEA's list of approved AI tools more often than the required two-year cycle, since new tools appear quickly; clarify how the grade-level limits in Section III apply at schools with more than one grade band on campus; keep records of staff training to support the certification described above; and name one point of contact, such as a technology director, for the approved-tool list, the metadata dictionary link, and parent questions.

STATUTORY REFERENCES

Section 53G-7-228 – Classroom technology requirements; model policy on balanced technology.

Section 53G-7-229 – Resources for a student with a technology-related learning difficulty.

Sections 53G-7-1401 through -1403 – Artificial intelligence definitions, model AI use policy, and sandbox courses.

Section 53E-4-202 – Core standards for Utah public schools.

Section 53G-10-103 – Sensitive instructional materials.

Title 53E, Chapter 9 – Student Privacy and Data Protection.

Section 13-72-101 – Definition of “artificial intelligence.”

Section 13-77-101 – Definitions, including “generative artificial intelligence” and “high-stakes artificial intelligence interaction.”

Utah State Board of Education Rule R277-334.

H.B. 273, Classroom Technology Amendments, 2026 General Session.

KEY TERMS

These statutory definitions are provided for reference. LEAs should include definitions of these terms, adapted as needed, in local policy:

- A. “Instructional technology” – an electronic device, digital tool, or digital application a student uses as part of their public education.
- B. “Screen-time” – time a student spends on a screen device in class that is not direct instruction, guidance, or interaction with a teacher or other school staff. Does not include work for an online student.
- C. “Artificial intelligence” – a machine-based system that makes predictions, recommendations, or decisions affecting a real or virtual environment.
- D. “Artificial intelligence tool” or “AI tool” – software that generates outputs, predictions, or recommendations using machine learning, natural language processing, or similar techniques.
- E. “Generative artificial intelligence” – an AI system trained on data that simulates human conversation through text, audio, or visual output, and produces new, largely unscripted content with little or no human review beforehand.
- F. “Artificial intelligence sandbox course” or “AI sandbox course” – a high school course, in a secure and controlled setting, that gives students supervised, hands-on opportunities to learn and experiment with AI.
- G. “High-stakes determination” – a decision about a student’s placement, discipline, academic progression, or eligibility for a program or service.
- H. “High-stakes artificial intelligence interaction” – has the meaning given in Section 13-77-101.

- I. "Technology-related learning difficulty" – a pattern of difficulty a student has learning through instructional technology. Does not include a short-term or situational difficulty unrelated to an identified learning need.
- J. "Notification" – notice to parents by a reasonable, reliable method, e.g., mail, a school newsletter, student delivery, school registration, or in writing (Section 53G-7-1402(2)(j)).

MODEL POLICY — THE FOLLOWING MAY BE ADOPTED AS WRITTEN

[LEA NAME] INSTRUCTIONAL TECHNOLOGY AND ARTIFICIAL INTELLIGENCE POLICY

[LEA Name] supports the balanced, purposeful use of instructional technology and artificial intelligence to help students learn, while protecting student privacy, safety, and well-being. This policy governs the use of instructional technology and artificial intelligence in [LEA Name] classrooms.

1. PURPOSE

- 1.1. This policy sets out how [LEA Name] uses instructional technology and artificial intelligence in the classroom. Technology is used in balanced, age-appropriate way that supports student learning and keeps educators at the center of instruction. This policy meets the requirements of Sections 53G-7-228, 53G-7-229, and 53G-7-1401 through -1403, and USBE Rule R277-334.

2. INSTRUCTIONAL TECHNOLOGY STANDARDS

- 2.1. Instructional technology used in a [LEA Name] classroom must:
 - 2.1.1. be designed for instructional use and not distract students or interfere with instruction;
 - 2.1.2. have evidence of educational value for the grade level, support identified instructional goals, and be effective in helping students learn;
 - 2.1.3. be safe for a student's physical, cognitive, and emotional development;

- 2.1.4. not replace direct instruction — it should be planned into a lesson to support what students are learning;
- 2.1.5. follow District rules on sensitive materials, student privacy, and student data governance (Section 53G-10-103; Title 53E, Chapter 9); and
- 2.1.6. be selected and reviewed by [LEA Name] on an ongoing basis to make sure it still meets these standards, with records kept of approved tools, review activity, and evidence of educational value.

3. GRADE-LEVEL LIMITATIONS

- 3.1. The following grade-level limits apply to instructional technology use in [LEA Name] classrooms, unless an exemption in Section IX applies:

- 3.1.1. Kindergarten through Grade 3:

- [a] Students may not take home school-owned instructional technology.
- [b] Schools may not require a one-device-per-student ratio.
- [c] No classroom screen-time is allowed, except to introduce state K-5 computer science standards or to prepare for and take a standards assessment.
- [d] Instruction should focus on hands-on, print-based, and age-appropriate activities.
- [e] Homework may not require internet access or instructional technology.

- 3.1.2. Grades 4 through 6:

- [a] Students may not take home school-owned instructional technology.
- [b] Schools may not require a one-device-per-student ratio.
- [c] Instructional technology use is balanced with teacher-led, print-based instruction, and only used under direct teacher supervision for a specific academic purpose.

[d] Homework may not require internet access or instructional technology.

[e] Internet access is filtered to age-appropriate standards.

3.1.3. Middle or Junior High School:

[a] A student may take home a school-issued device for an approved assignment or program only if a parent opts in, in writing.

[b] Instructional technology use is balanced with teacher-led, print-based instruction.

[c] Internet access is filtered to age-appropriate standards.

3.1.4. High School:

[a] A student may take home instructional technology unless a parent opts the student out.

[b] Instructional technology use is balanced with teacher-led, print-based instruction.

[c] Internet access is filtered to age-appropriate standards.

4. PARENT TRANSPARENCY

4.1. [LEA Name] provides parents with:

4.1.1. access to a list of digital tools and applications used in their student's classroom;

4.1.2. on request, access to their student's school-issued device, account credentials, and browsing history;

4.1.3. the option to get an alert when their student tries to access material flagged as sensitive (Section 53G-10-103); and

4.1.4. resources to help supervise their student's technology use at home.

5. ARTIFICIAL INTELLIGENCE STANDARDS

5.1. Artificial intelligence (AI) used in a [LEA Name] classroom must meet the following standards:

5.1.1. Educators may use only AI tools [LEA Name] has approved, and must use their own professional judgment whenever AI is used.

- 5.1.2. AI tools available to students must be age-appropriate and match digital literacy standards for the grade level.
- 5.1.3. A student's work must reflect their own knowledge and understanding. A student may use generative AI to complete academic work only when a teacher allows it for a specific assignment.
- 5.1.4. Generative AI may not be used to independently grade student work or to make a high-stakes determination.
- 5.1.5. When generative AI is used for instruction, assessment, or a classroom activity, the school or teacher notifies the student's parent in writing, with a link to [LEA Name]'s metadata dictionary (Section 53E-9-303).
- 5.1.6. AI tools may not expose a student to harmful, manipulative, or inappropriate content, and may not be used for biometric surveillance or psychological profiling.
- 5.1.7. AI may not be used to carry out a high-stakes artificial intelligence interaction, as defined in Section 13-77-101, with a student.
- 5.1.8. Parents receive clear information about what AI use is and is not allowed in the classroom, and teachers explain AI expectations for each assignment.
- 5.1.9. Students are told the purpose of each approved AI tool and how to use it.
- 5.1.10. [LEA Name] keeps an inventory of AI tools approved for educator or student use.

*Note to LEA: please insert your local policy regarding whether student personally identifiable information may be entered into or otherwise provided to approved AI applications.

6. TECHNOLOGY-RELATED LEARNING DIFFICULTIES

6.1 [LEA Name] maintains a resource plan for students who have a pattern of difficulty learning through instructional technology. [LEA Name] may offer:

- 6.1.1. printed materials, alternative assignment formats, access to a technology resource center, access to school staff with relevant expertise, and extra time for technology-based tasks; and

6.1.2. alternative ways to learn, including hands-on or project-based learning, book-based curriculum, and verbal instruction.

6.2 This section does not limit or replace any accommodation or service required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or a student's IEP or Section 504 Plan.

7. ARTIFICIAL INTELLIGENCE SANDBOX COURSES (OPTIONAL)

7.1. If [LEA Name] offers an artificial intelligence sandbox course for students in grades 9 through 12, [LEA Name]:

7.1.1. limits the course to career and technical education offerings or a focused campus;

7.1.2. follows federal data privacy law, Utah student privacy law (Title 53E, Chapter 9; Section 53G-10-103), and USBE ethical use guidelines;

7.1.3. maintains a secure, controlled environment that protects student privacy and safety;

7.1.4. notifies the parent of an enrolled student about the nature of the course and gets written consent before the student participates, and keeps a record of the notification and consent;

7.1.5. keeps participation voluntary — no student may be required to take the course; and

7.1.6. ensures a student's use of AI in the course happens under educator supervision.

7.2 This section does not allow unrestricted student access to public generative AI systems.

8. EDUCATOR AND STAFF TRAINING

8.1. [LEA Name] provides training to educators and staff on:

8.1.1. balanced instructional technology use and the grade-level limits in Section III;

8.1.2. student privacy and data protection requirements (Title 53E, Chapter 9);

8.1.3. approved AI tools and educator responsibilities when using AI;

- 8.1.4. digital citizenship, media literacy, and academic integrity; and
- 8.1.5. age-appropriate instructional technology practices.

8.2 Training is provided before a newly adopted or substantially revised policy under this policy takes effect. [LEA Name] keeps records of completed training.

9. EXEMPTIONS AND SAVINGS CLAUSE

9.1. The grade-level limits in Section 3 do not apply to:

- 9.1.1. a course where instructional technology is part of the subject matter or a specialty class;
- 9.1.2. online district or charter school instruction, or the Statewide Online Education Program;
- 9.1.3. instruction designed to meet core technology standards;
- 9.1.4. an AI sandbox course;
- 9.1.5. a public school within tribal nation boundaries where [LEA Name] is the internet service provider; or
- 9.1.6. instructional technology use consistent with a student's IEP or Section 504 Plan.

9.2. Nothing in this policy limits the professional judgment of educators or replaces the decision-making authority of an IEP team or Section 504 team.

10. ADOPTION AND REVIEW

10.1. This policy is reviewed at least once every two years and updated as needed. [LEA Name] certifies compliance with this policy and USBE Rule R277-334 annually. This policy was adopted by the [LEA Name] Board of Education following a public meeting held under Title 52, Chapter 4, Open and Public Meetings Act.

Board Approved Date: _____

Public Meeting Held: _____

Effective Date: _____

Next Required Review Date (≤ 2 years): _____

Appendix A

Appendix A

Grade-Level Framework for Classroom Technology

The Grade-Level Framework for Classroom Technology summarizes the grade-level requirements established in [Section 53G-7-228](#) and USBE Board Rule R277-334 related to instructional technology use, take-home technology, homework, device access, internet filtering, and other instructional technology expectations.

LEAs should consult this framework when developing local policies and procedures.

Notes:

- This framework summarizes requirements established in [Section 53G-7-228](#) and Board Rule R277-334.
- This framework should be read in conjunction with the Definitions section, applicable statutory exceptions, Special Education considerations, Section 504 requirements, and other provisions of this Implementation Resource and Model Policy.
- Nothing in this appendix shall be interpreted to limit instructional technology uses otherwise permitted by statute, Board Rule, an Individualized Education Program (IEP), or a Section 504 Plan.

Statutory Exemptions:

State law provides the following exemptions from the grade-level instructional technology restrictions:

- Instructional technology and AI use in a course where instructional technology is integral to the subject matter of the course or specialty class.
- Instruction or equipment related to online district and charter schools and the Statewide Online Education Program.
- Courses or instruction designed to meet the Utah State Computer Science Standards.
- An AI Sandbox course as defined in [Section 53G-7-1401](#).
- A public school located within the boundaries of a tribal nation where the LEA is the internet service provider.

- Instructional technology use consistent with a student's Individualized Education Program (IEP) or Section 504 Plan.

Requirement	Grades K–3	Grades 4–6	Middle / Junior High	High School
Take-home school-owned instructional technology	Not allowed	Not allowed; schools are prohibited from sending instructional technology home with students	Allowed for LEA-approved assignments only if the parent opts in through written consent	Allowed unless the parent opts out
Required 1:1 device ratio	Prohibited	Prohibited	No statutory requirement	No statutory requirement
Student instructional technology use	Independent student screen-time is prohibited except as permitted by statute. Teacher-directed use of instructional technology is permitted for instruction aligned with the Utah K–5 Computer Science Standards and for preparation for and administration of required	Balanced use of instructional technology. Independent student use only under direct teacher supervision for a defined academic purpose. Teacher-led, print-based, and analog instruction remain central.	Balanced use of instructional technology with teacher-led, print-based, and analog instruction.	Balanced use of instructional technology with teacher-led, print-based, and analog instruction.

assessments.
Instruction
emphasizes
hands-on,
print-based, and
developmentally
appropriate
learning
experiences.

**Homework
requiring
internet or
instructional
technology**

Prohibited

Prohibited

No statutory
requirement

No statutory
requirement

**Internet filters
consistent with
age-appropriate
standards**

No grade-specific
statutory
requirement

Required

Required

Required

Appendix B

Appendix B

Sample Parent Communication Regarding the Use of Instructional Technology and Artificial Intelligence (AI) in the classroom

Purpose

This sample communication is provided as a resource for Local Education Agencies (LEAs) to adapt to meet local needs and communication practices. It is not intended to serve as a required template. LEAs should ensure all communications comply with Sections [53G-7-228 to -229](#), [Sections 53G-7-1401 to -1403](#), USBE Rule R277-334, and applicable local policies.

Note: LEAs may adapt this sample communication for use as a letter, email, website posting, student handbook notice, or other local communication. Communications should reflect local policies and identify approved AI tools, appropriate points of contact, and any additional information the LEA wishes to share with families.

Sample Parent Letter

Subject: Understanding the Use of Instructional Technology and Artificial Intelligence (AI) in Our School

Dear Parents and Guardians,

Our school is committed to providing students with engaging, safe, and effective learning experiences. As technology continues to evolve, educators may use approved instructional technology and Artificial Intelligence (AI) tools to support teaching and learning in ways that enhance instruction while preserving the essential role of teachers in every classroom.

Artificial Intelligence (AI) is one of many instructional tools available to educators. It is not intended to replace teachers or independent student thinking. Instead, when used thoughtfully and appropriately, AI can support learning by helping educators plan instruction, create instructional materials, differentiate learning experiences, and provide timely feedback that enhances student learning.

When AI is used in our school, we are committed to ensuring that:

- AI supports—not replaces—high-quality teaching and learning.
- Teachers remain responsible for instruction, assessment, and educational decision-making.
- Students continue to develop critical thinking, creativity, communication, and problem-solving skills.
- AI is used in developmentally appropriate ways.
- Student privacy and data are protected in accordance with federal, state, and local requirements.
- Only LEA-approved AI tools are used with students.
- Students use AI only as directed and supervised by their teacher when appropriate.

Consistent with Utah law, Artificial Intelligence will **not** be used to make high-stakes educational decisions regarding students, including decisions related to placement, discipline, academic progression, or eligibility for programs or services. Those decisions remain the responsibility of qualified educators exercising professional judgment.

Additionally, new Utah law enforces grade-level requirements on the use of instructional technology in the classroom, including:

- Prohibiting a required 1:1 device ratio for grades 6 and under
- Prohibiting any homework requiring access to the Internet or instructional technology for grades 6 and under
- Age-appropriate Internet filters
- An emphasis on teacher-led, print-based, and analog instruction
- Required parental consent for a student in middle and junior high, and the option to opt-out for a high school student, if an educator wishes to send a school-issued device home with the student

Educators and LEAs are required to exercise transparency with parents in their usage of instructional technology. Questions about the use of instructional technology in your child's classroom can be directed to *[insert name here]*.

Additional information about instructional technology and Artificial Intelligence (AI) tools approved for use in our schools, including the educational purpose for approved AI tools, is available at:

LEA Metadata Dictionary

(Approved Instructional Technology and AI Tools): *[Insert Link]*

Local Instructional Technology and AI Policies: *[Insert Link]*

If you have questions about how Instructional Technology and/or Artificial Intelligence is used in your child's classroom or school, please contact:

[Insert Name and Contact Information here]

Thank you for your continued partnership in supporting your child's education.

Additional communications:

When AI is used in the student's classroom, Sections [53G-7-228 to -229](#), [Sections 53G-7-1401 to -1403](#), and USBE Rule R277-334 require additional parental notification for these specific circumstances:

- A required parental consent form if an educator wishes to send a school-issued instructional technology home with a student in middle or junior high school
- Notifying parents that they may wish to opt their high school student out of having school-issued instructional technology sent home with them
- When the school or educator uses generative AI for instruction, assessment, or activities in the classroom, parental notification must include both notice of the intended use of generative artificial intelligence and a link to the LEA metadata dictionary required under Section 53E-9-303
- A required parental consent form if a student wishes to participate in an AI sandbox course, including notifying the parent of the nature of the AI sandbox course

Frequently Asked Questions

What is Artificial Intelligence (AI)?

Artificial Intelligence (AI) refers to computer systems that can assist with tasks such as generating text, images, recommendations, summaries, or other content. Like any educational tool, AI should be used thoughtfully and with appropriate educator guidance.

Why is the school using AI?

AI can help educators enhance instruction, improve efficiency, personalize learning experiences when appropriate, and provide additional learning supports while allowing teachers to spend more time working directly with students.

Will AI replace my child's teacher?

No. Teachers remain responsible for instruction, student learning, assessment, and educational decision-making. AI is a tool that may assist educators but does not replace professional judgment, meaningful relationships, or effective teaching.

How is my child's information protected?

Schools use only LEA-approved AI tools that comply with applicable privacy laws and local policies. Student information is protected in accordance with federal and state privacy requirements, including the Family Educational Rights and Privacy Act (FERPA) and other applicable laws.

Will my child use AI independently?

Student use of AI depends on grade level, instructional purpose, educator supervision, and local policy. Teachers determine when and how AI may be used to support learning consistent with Utah Code §53E-7-228, Board Rule R277-334, and local policies.

How are AI tools selected?

LEAs evaluate and approve AI tools before they are used with students. Approved tools should support instructional goals, provide significant educational value, protect student privacy, and align with state law and local policy.

Can I learn more?

Please contact your child's teacher or school administrator if you have questions about AI use, approved tools, or your LEA's local policies.

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Appendix C

Appendix C

Instructional Technology and Artificial Intelligence Tool Transparency

LEAs should direct parents to the LEA's metadata dictionary for information about approved instructional technology and Artificial Intelligence (AI) tools rather than maintaining duplicative information in a separate format.

LEA Metadata Dictionary: [Insert Link]

Parent Notice for Generative AI

If a newly approved generative AI tool will be incorporated into classroom instruction, student assessment, or other classroom learning activities, the LEA should provide parents written notice before implementation.

The notice may include:

Tool: [Tool Name]

Purpose: [Brief description of how the tool will support teaching or learning]

Metadata Dictionary: [Insert Link]

Appendix D

Appendix D

Instructional Technology Review Template

Purpose

This optional template is provided to assist Local Education Agencies (LEAs) in reviewing instructional technology consistent with Utah Code §53G-7-228 and USBE Rule R277-334. LEAs may adapt the template to reflect local review, approval, monitoring, and documentation processes.

The template is intended to support an LEA in documenting its consideration of the statutory requirements applicable to the selection, deployment, and monitoring of instructional technology

Instructional Technology Information

Instructional Technology/Tool:

Vendor/Provider:

Grade Level(s)/Course(s):

Educational Purpose/Intended Use:

Requested By:

Date of Review:

Instructional Technology Review

Review Criteria	Review Considerations	LEA Determination
Instructional Design	Is the technology designed specifically for instructional use?	
Significant Educational Value	Does the technology demonstrate significant educational value for the intended instructional purpose?	
Academic Focus	Is the technology absent of design features that interfere with learning, distract from instruction, or reduce academic focus?	
Grade-Level Evidence	Is the technology supported by evidence, data, or demonstrated educational value appropriate to the grade level in which it will be used?	
Developmental Safety	Is the technology safe for students' physical, cognitive, and emotional development?	
Student Learning Outcomes	Is the technology effective in supporting student learning outcomes?	
Role of Instruction	Will the technology support rather than substitute for instruction?	
Intentional Integration	Will the technology be intentionally integrated into instruction to enhance student learning outcomes?	
Standards and Legal Compliance	Does the technology comply with applicable state standards and law, including requirements related to sensitive instructional materials and student privacy and data protection?	

Review Determination

Review Status:

- ☐ Approved
- ☐ Approved with Conditions
- ☐ Additional Review Required
- ☐ Not Approved

Approved Grade Level(s)/Course(s):

Approved Educational Purpose(s):

Conditions or Limitations, if applicable:

Reviewer/Review Team:

Date of Determination:

Next Review Date, if applicable:

Ongoing Monitoring and Review

Following approval and deployment, the LEA should periodically review instructional technology to determine whether it continues to meet applicable statutory and Board Rule requirements and remains appropriate for its approved educational purpose.

Ongoing monitoring may include consideration of:

- Continued educational value and effectiveness.
- Alignment with the approved instructional purpose.
- Impact on student learning and academic focus.
- Developmental appropriateness and student safety.
- Student privacy and data protection.
- Compliance with applicable state standards and law.
- Changes to the technology, its features, terms of use, or data practices that may warrant additional review.

Monitoring/Review Findings:

Continued Use:

- ☐ Approved
- ☐ Approved with Conditions
- ☐ Additional Review Required
- ☐ Discontinue Use

Review Date:

Reviewer/Review Team:

Appendix E

Appendix

LEA Implementation Planning Summary

Purpose

This optional planning summary is provided as part of the Utah Instructional Technology and Artificial Intelligence Model Policy and Implementation Resource to assist Local Education Agencies (LEAs) in organizing implementation of Sections 53G-7-228 to -229, Sections 53G-7-1401 to -1403, and USBE Rule R277-334. It summarizes the primary implementation responsibilities established in statute and Board Rule while identifying key local planning decisions.

Implementation Area

Implementation Responsibilities

Local Planning Decisions

Policy Development and Adoption

- Adopt local instructional technology and Artificial Intelligence (AI) policies consistent with Sections 53G-7-228 to -229, Sections 53G-7-1401 to -1403, and USBE Rule R277-334.
- Hold the required public meeting before adopting or substantially revising local policies.
- Submit adopted policies and subsequent revisions to the Utah State Board of Education.
- Establish a process for reviewing the AI policy at least once every two years.

- Implementation leadership
- Implementation team
- Policy development timeline
- Stakeholder engagement and public input

Implementation Preparation

- Approve student-facing AI tools before classroom use.
- Establish procedures for reviewing instructional and AI tools.
- Ensure approved technologies meet statutory requirements.
- Include AI tools in the metadata dictionary.
- Develop procedures supporting students demonstrating technology-related learning difficulties.
- Develop AI Sandbox procedures, if applicable.
- AI and instructional technology review process
- Local implementation procedures
- Documentation and recordkeeping
- Internal roles and responsibilities

Communication and Professional Learning

- Communicate local expectations regarding instructional technology and AI.
- Provide required parent notifications and public information.
- Provide required professional learning for educators and staff.
- Maintain records documenting completion of required staff training.
- Communication plan
- Parent and community engagement
- Professional learning plan
- Training documentation

Monitoring, Reporting, and Continuous Improvement

- Establish procedures for monitoring implementation.
 - Maintain documentation demonstrating implementation and compliance.
 - Complete annual certification.
 - Submit required reports and information requested by the Utah State Board of Education.
 - Participate in implementation monitoring or compliance reviews.
 - Review the AI policy at least once every two years and update as needed.
- Monitoring process
 - Documentation responsibilities
 - Reporting and certification
 - Continuous improvement and policy review

For additional information regarding each implementation responsibility, refer to Parts I–V of the Utah Instructional Technology and Artificial Intelligence Model Policy and Implementation Resource.

Appendix G

Appendix G

Utah State Board of Education Ethical Use Guidelines for Artificial Intelligence Sandbox Courses

AI Sandbox courses should be implemented in ways that reflect the following ethical use guidelines:

Human Oversight. Educators remain responsible for instructional decisions, supervision, and student learning. Artificial Intelligence should support learning experiences, but it should not replace educator professional judgment or meaningful educator-student interaction.

Student Safety and Well-Being. AI Sandbox courses should be designed to protect students from harmful, manipulative, or inappropriate content or practices and should be age-appropriate, supervised, and consistent with local policy and applicable law.

Privacy and Security. LEAs should use only approved AI tools and should protect student privacy, confidential information, and personally identifiable information in accordance with applicable state and federal law.

Transparency. Students should understand when and how AI is being used in the course. Educators should model appropriate AI use and clearly communicate expectations for ethical and responsible use.

Academic Integrity. AI should be used to support learning, not to misrepresent student work or replace student thinking, creativity, or problem-solving.

Fairness and Bias Awareness. Students should be taught to recognize that AI systems may reflect bias, incomplete information, or inaccurate outputs, and should be encouraged to evaluate AI-generated content critically.

Verification and Human Judgment. Students should verify AI-generated information using credible sources and human judgment before relying on it.

Responsible Innovation. AI Sandbox courses should provide authentic opportunities to explore, experiment, and innovate while maintaining appropriate boundaries and safeguards.

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