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New Jersey CSPDWeek

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CSTA New Jersey

6th Annual CSTANJ CSPDWeek Conference

AI Policy & Practice:

Watch for the Pitfalls

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August 3, 2026

Introduction Time…

Who is in the room?

LATE SHOW with David Letterman

RUTGERS
Alternate Route
Center for Effective School Practices

TEACHING

HILLSBOROUGH

Elementary Teacher

District NGSS Coach

District Technology Coach

Grant Writer

NJPSAFEA
NJEXCEL Alumni

ADMIN

FLEMINGTON-RARITAN SCHOOL DISTRICT

Supervisor of Technology

Director of Technology, Student Data & Assessment

Director HSMC STEM Ecosystem

Your district just received three emails...



A teacher asks if they can use ChatGPT to write IEP accommodations.

A principal wants to purchase an AI lesson-planning tool.

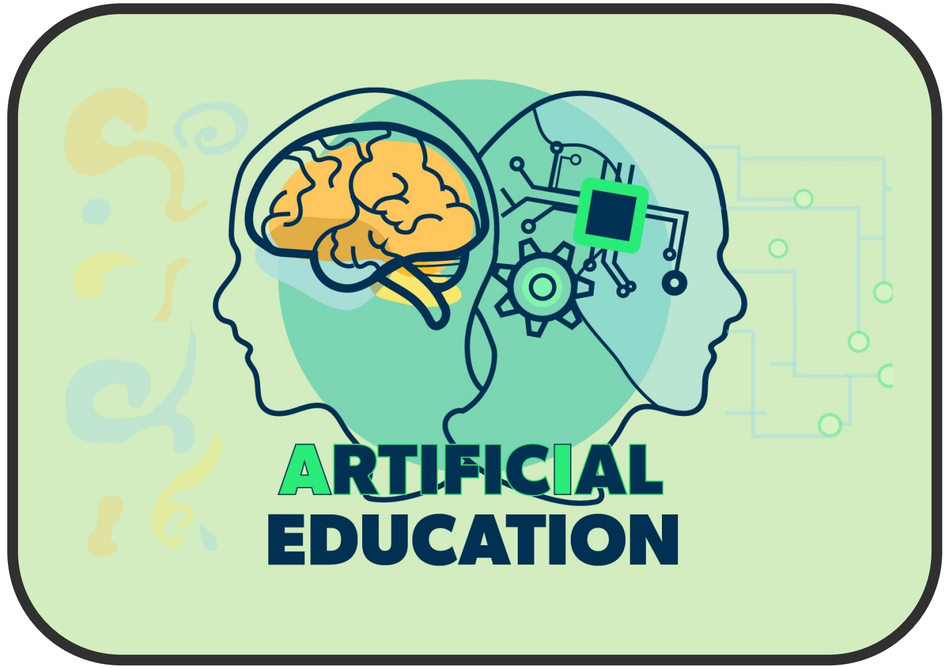
A parent asks whether AI is grading their child's writing.

Does your district have policy for any of these?

Today’s session isn’t about AI.

It’s about making sound decisions when questions about AI questions arise…and they will.

1. Why AI Needs Governance
2. The Policy Pitfalls
3. Building the Framework



AI in Education

The AI Revolution is here.

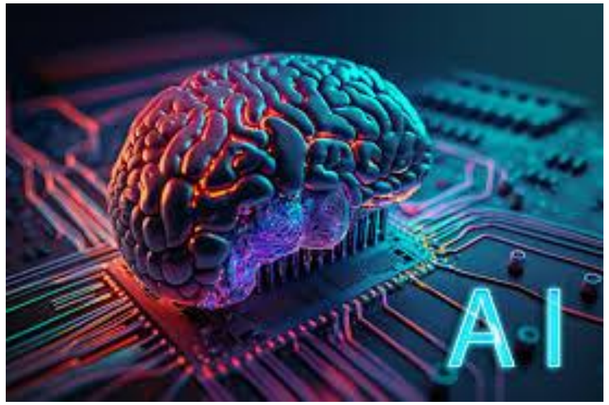
But actually, it’s less of a revolution and more of an evolution.

*spencereducation.com

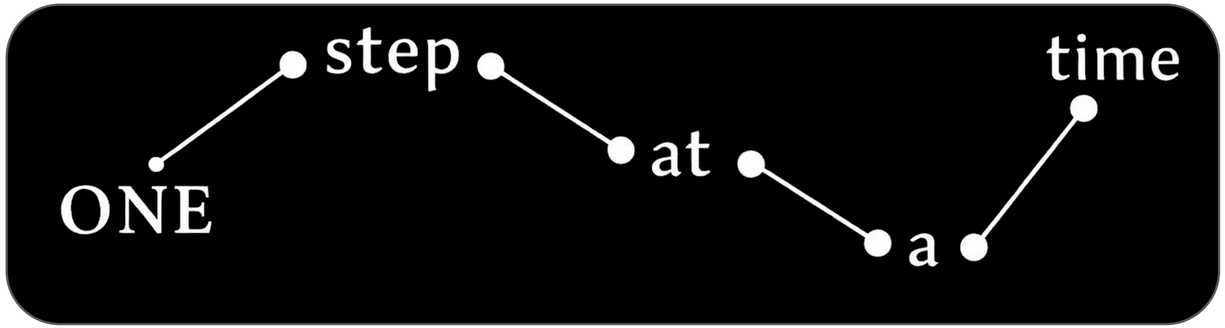
Before we freak out...

mid-1970s

1998



2022*



*ChatGPT

Three Types of AI in Our Daily Lives

- Reactive - tools that respond to specific inputs or situations without learning from past experiences (e.g. Alexa, Roomba, Siri). **This is morphing with updates and advanced tech.

- Predictive - tools that analyze historical data and experiences to predict future events or behaviors (e.g. Netflix, credit-scoring, Amazon Music).

- Generative - tools that generate new content or outputs often creating something novel from learned patterns (e.g. ChatGPT, Gemini, Dall-E).

Why 2026 Is Different

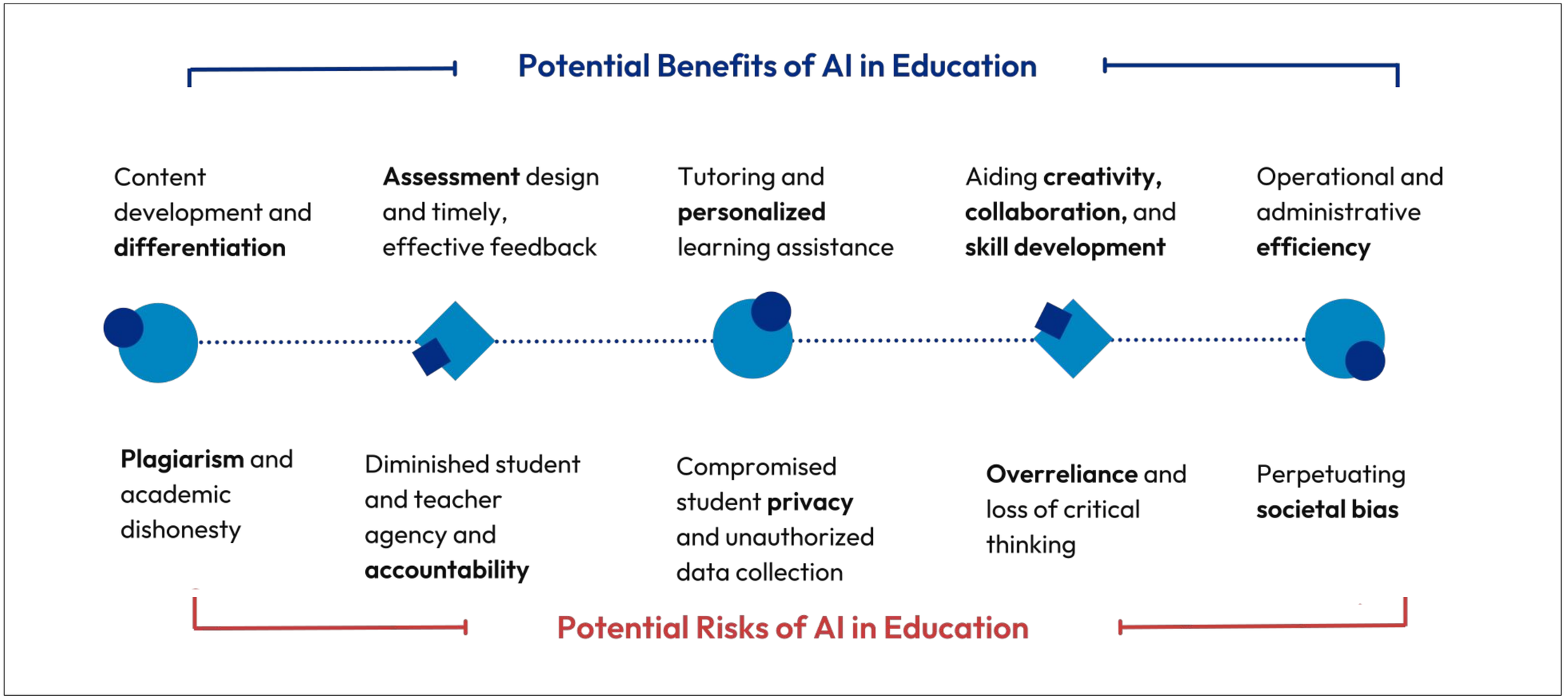
AI agents moving into workflow

AI in scientific discovery

AI in governance & defense

Rapid model iteration (60-90 days)

Potential Educational Benefits



*teachai.org


WATCH
FOR THE
PITFALLS

How to play:

With the people sitting around you...

1. Read the scenarios (A-J) and work with your group to identify which of the 10 AI pitfalls matches each scenario illustrated.

Pitfall #1

Policy That Ages Faster Than It’s Approved

Policy names specific AI tools

Reactive amendments every few months

Overly prescriptive language

Becomes obsolete quickly

Creates governance instability

Signals lack of systems thinking

Is our policy principle-based or product-based?

A district writes a highly rigid, 15-page AI policy document that explicitly names "ChatGPT 4.0 and Google Bard." Six months later, the policy is completely obsolete because those tools have changed names and new systems have emerged.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #2

Innovation Without an Owner

IT piloting tools

Curriculum testing tools

No central oversight

Fragmented implementation

Inconsistent expectations

No accountability structure

Who owns AI governance in our district?

A middle school math department approves a pilot for a new AI math app, while the curriculum team independently buys a different AI writing assistant. Neither department knows what the other is doing, leading to fragmented expectations and zero central oversight.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #3

Procurement without Pedagogical Alignment

Vendor-driven enthusiasm

Purchasing before defining need

No evaluation rubric

What instructional problem are we solving?

Misaligned with NJSLS

Wasted funds

No measurable impact

A school district purchases an expensive, district-wide license for an AI lesson-planning tool because it looks flashy, but they never check if it aligns with their state standards or core teaching methodologies.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #4

Uploading Protected Student Data into AI Systems

IEP summaries pasted into AI tools

Discipline reports drafted in public AI

Chrome extensions collecting writing data

Do staff know what is non-uploadable?

FERPA violations

Third-party data retention

Loss of district data control

A teacher wants to save time and pastes three complete, confidential student IEP summaries into a public, free AI chatbot to generate lesson accommodations.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #5

AI Drafting High-Stakes Documents

AI-generated IEP goals

AI-assisted evaluation narratives

AI drafting disciplinary recommendations

Where must human authorship remain intact?

Bias

Hallucinations

Due process vulnerability

A principal uses an AI tool to write a sensitive, high-stakes disciplinary letter to a staff member regarding a complex issue, sending it out without reviewing it for tone or factual accuracy.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #6

Over-Reliance on AI Detection Tools

False positives

Students accused without verification

Automatic disciplinary escalation

Do we understand the margin of error?

Public trust erosion

Legal vulnerability

Tool reliability issues

An English department introduces a strict policy that completely bans all AI tools and relies blindly on an online software program to automatically issue zeros and disciplinary referrals to students.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #7

Designing Assessments AI Can Easily Complete

False positives

Students accused without verification

Automatic disciplinary escalation

Is assessment redesigned for an AI-present world?a

False mastery signals

Inflated achievement data

A history teacher assigns a standard five-paragraph essay on the causes of the American Revolution to be done entirely at home, resulting in 80% of the class turning in perfectly written, AI-generated essays.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #8

Confusing Personalization with Automation

Adaptive tools replacing instructional judgment

Over-optimization of learning pathways

Are we enhancing teachers or bypassing them?

Dehumanization

Over-reliance on algorithmic decisions

A school rolls out an AI program that spits out generic, automated worksheets for students based on their test scores, calling it "deeply personalized learning," while reducing actual student-teacher interaction.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #9

Treating AI as a Discipline Issue, not a Literacy Issue

Blanket bans

Punitive enforcement

No AI literacy instruction

Underground usage

Missed digital literacy opportunity

Are we teaching AI literacy or policing AI use?

A student uses AI to help brainstorm and generate work for a science project. The school immediately treats it as a massive cheating scandal and suspends the student, rather than teaching them the boundaries of ethical AI collaboration.

Which pitfall did they fall into?

What did they forget to keep in mind?

Pitfall #10

Failing to Prepare the Board and the Community

Board blindsided by AI controversy

Parent panic

Media escalation

Have we proactively briefed stakeholders?

Reputational damage

Political amplification

A school board meeting turns chaotic when parents and local media show up furious after learning that the high school is experimenting with AI-driven grading software, having never been informed beforehand.

Which pitfall did they fall into?

What did they forget to keep in mind?


WATCH
FOR THE
PITFALLS

The Breakdown Flow

Source: ChatGPT

Data Integrity Flow

Source: ChatGPT

Teaching & Learning Integrity Flow

Source: ChatGPT

Leadership & Learning Flow

Source: ChatGPT

Ethical, Legal & Equity Considerations
for Students and AI Use

ETHICAL ISSUES

- Academic Integrity
- Privacy & Data Protection
- Bias & Fairness

LEGAL ISSUES

- Copyright & Plagiarism
- Compliance & Policy
- Liability Concerns

EQUITY ISSUES

- Access & Inclusion
- Support & Resources
- Digital Divide

Source: ChatGPT

Hallucinations

Chatbots don’t just occasionally hallucinate information, they also…

do so with certainty.

can reinforce bias.

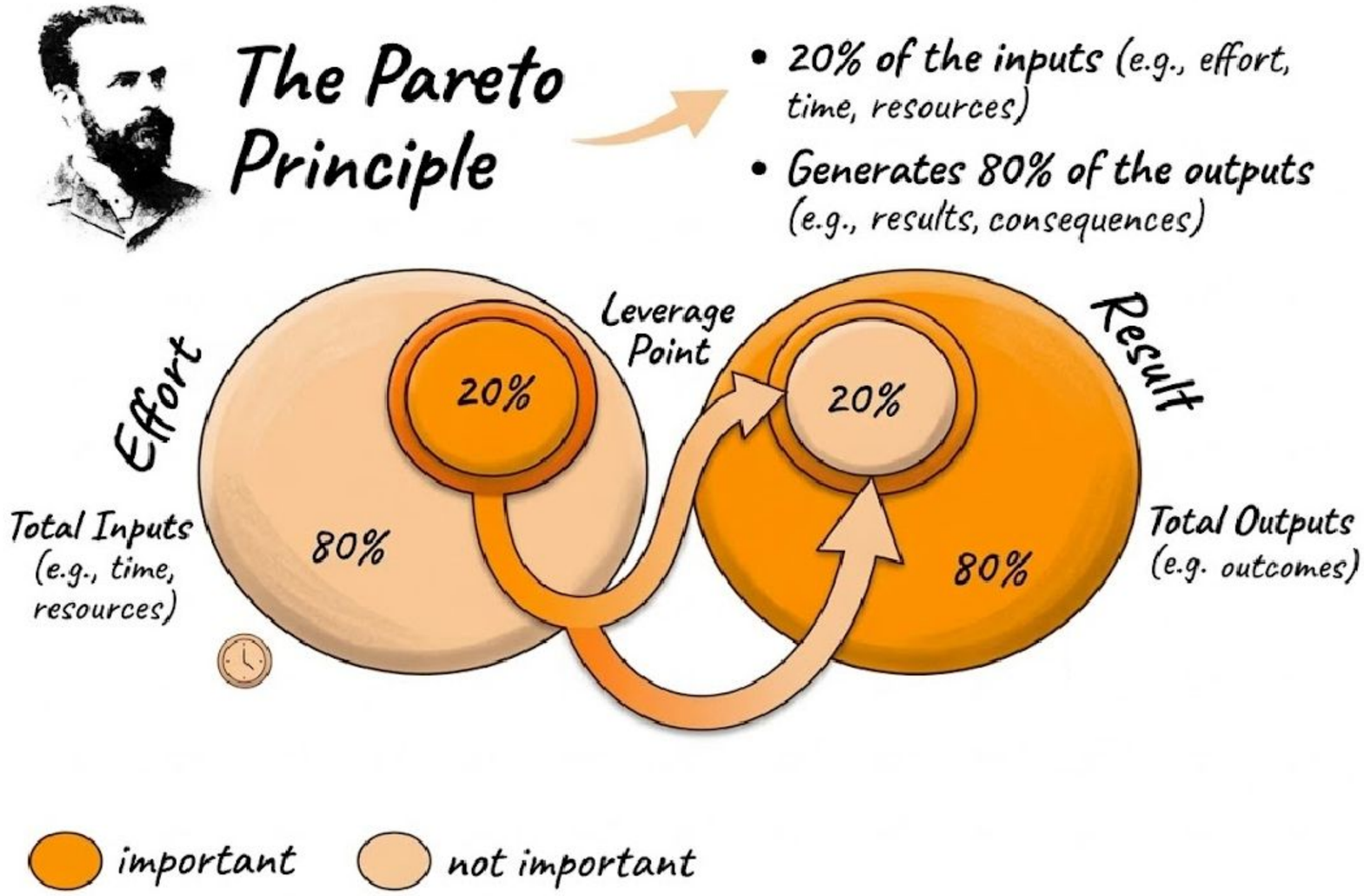
validate misinformation.

create the illusion of expertise.

communicate in a sycophantic way.

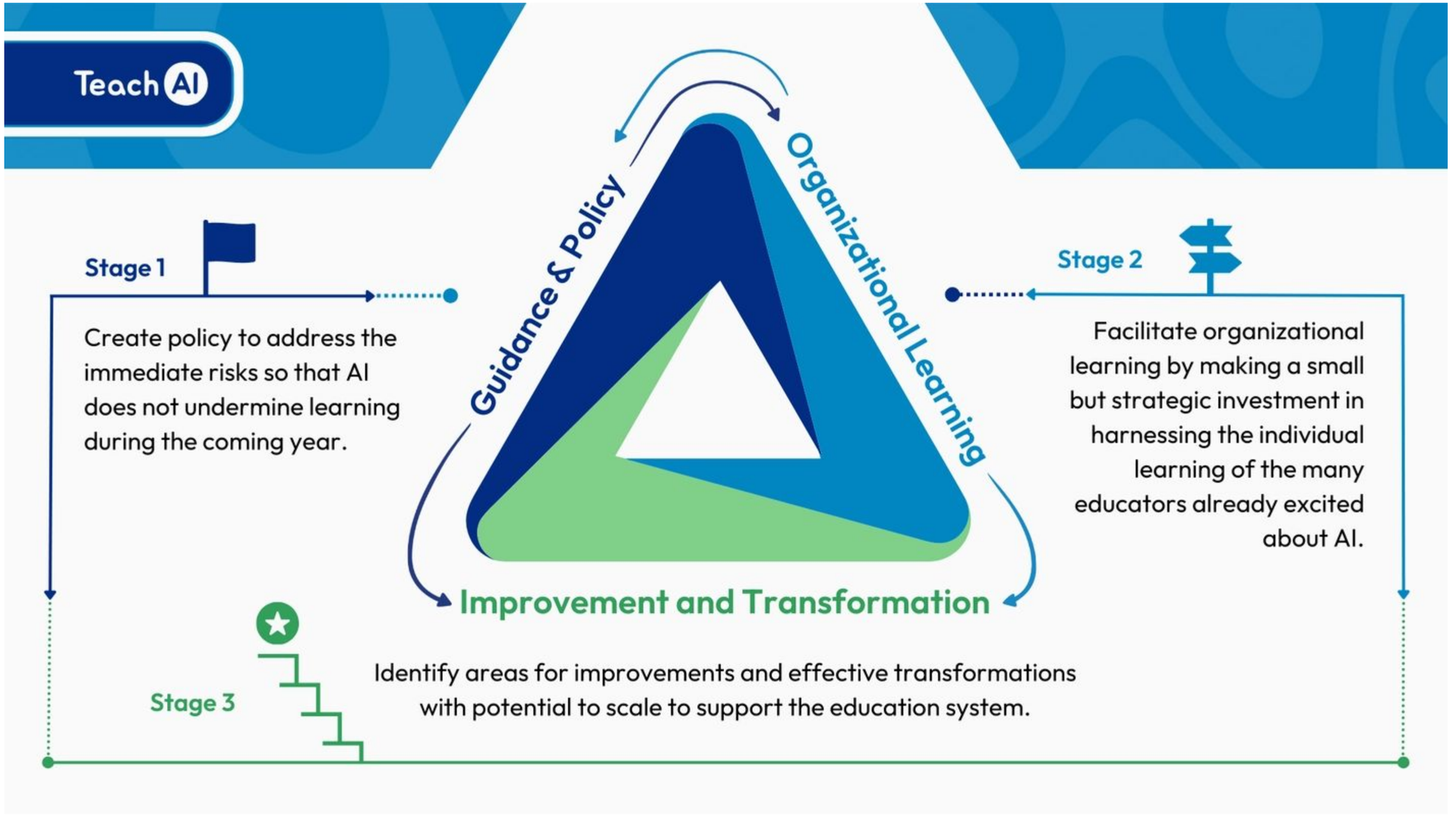
And for users, adults and students alike, this creates significant challenges.

The 80/20 Rule (or Pareto Principle)



Source: ChatGPT

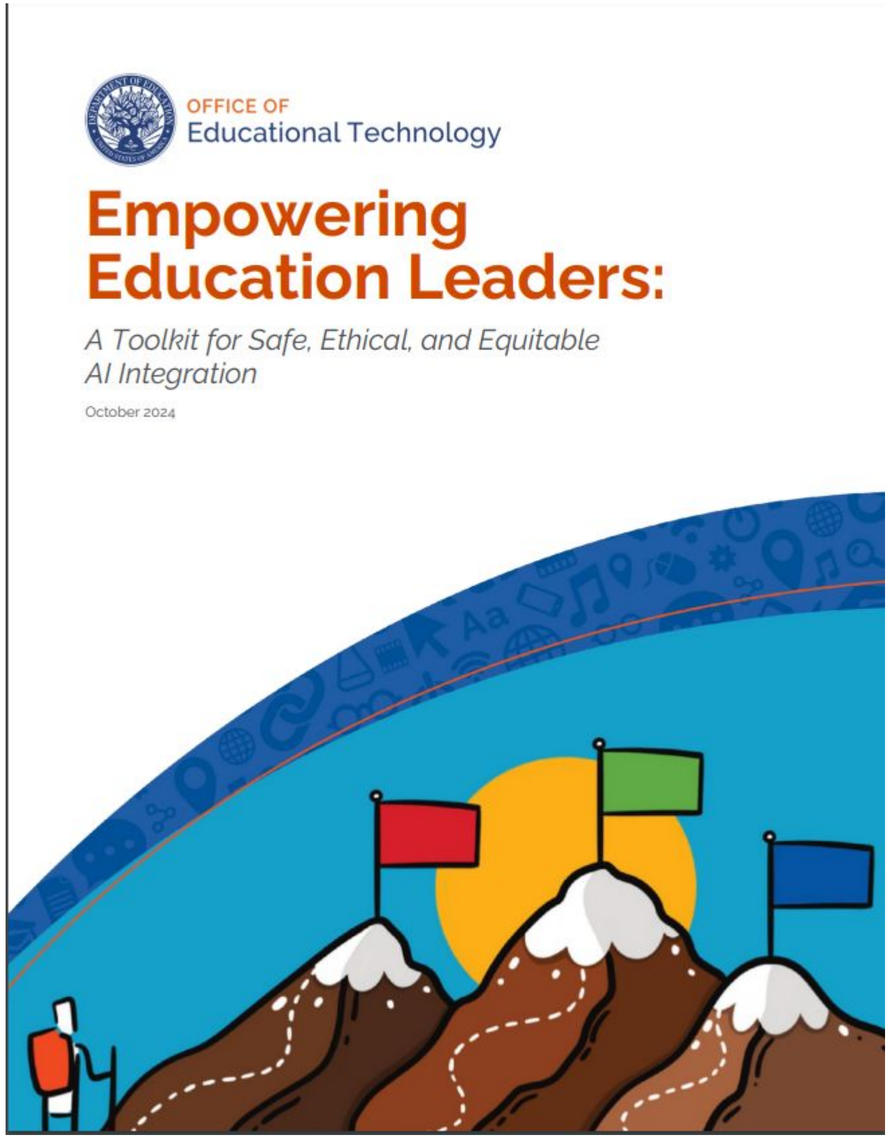
Policy Development Process



Source: TeachAI

Policy & Regulations

School Districts must examine uses, training and policy.



https://tech.ed.gov/files/2024/10/ED-OET-EdLeaders-AI-Toolkit-10.24.24.pdf

Policy & Regulations

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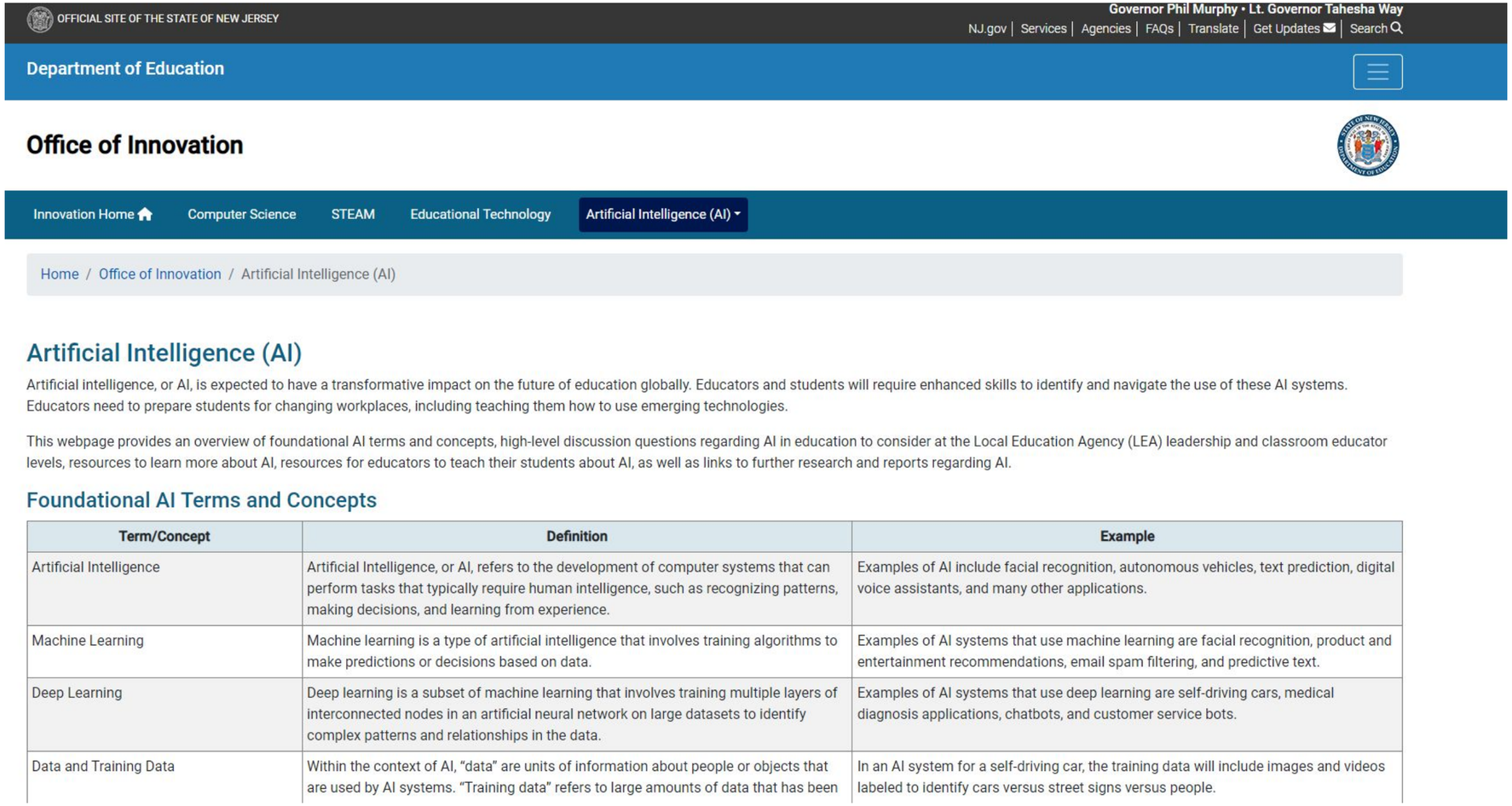

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Department of Education

Office of Innovation

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Artificial Intelligence (AI)

Artificial intelligence, or AI, is expected to have a transformative impact on the future of education globally. Educators and students will require enhanced skills to identify and navigate the use of these AI systems. Educators need to prepare students for changing workplaces, including teaching them how to use emerging technologies.

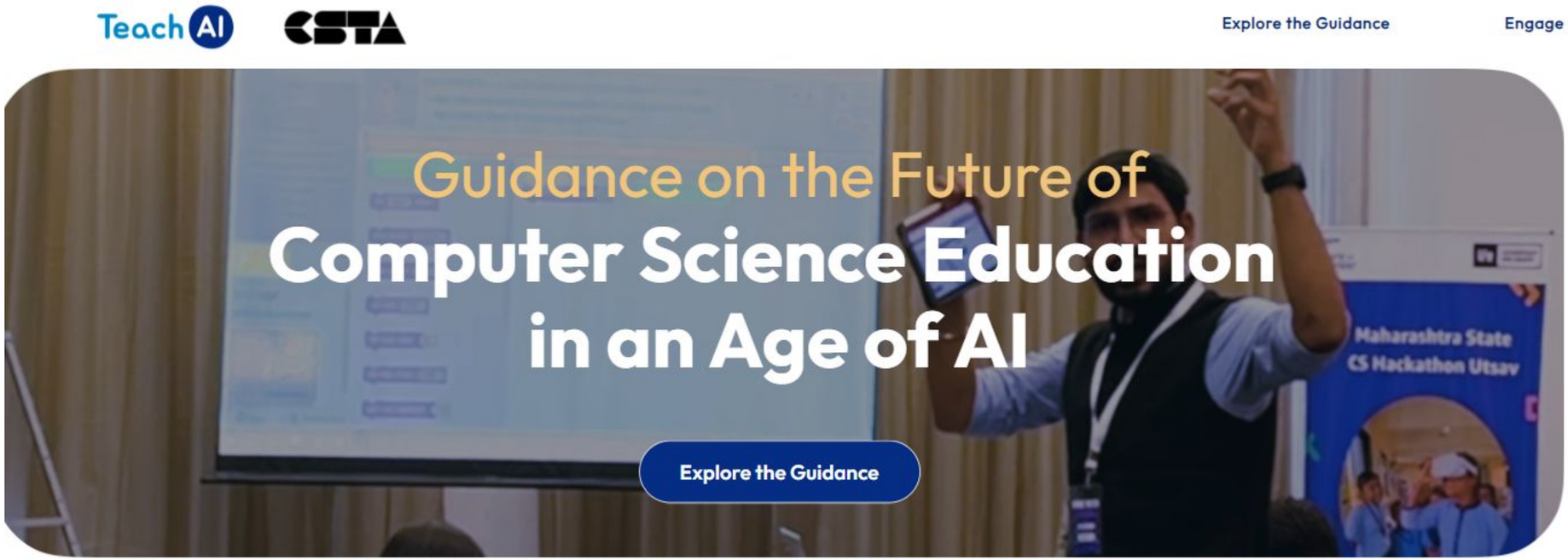
This webpage provides an overview of foundational AI terms and concepts, high-level discussion questions regarding AI in education to consider at the Local Education Agency (LEA) leadership and classroom educator levels, resources to learn more about AI, resources for educators to teach their students about AI, as well as links to further research and reports regarding AI.

Foundational AI Terms and Concepts

Term/Concept	Definition	Example
Artificial Intelligence	Artificial Intelligence, or AI, refers to the development of computer systems that can perform tasks that typically require human intelligence, such as recognizing patterns, making decisions, and learning from experience.	Examples of AI include facial recognition, autonomous vehicles, text prediction, digital voice assistants, and many other applications.
Machine Learning	Machine learning is a type of artificial intelligence that involves training algorithms to make predictions or decisions based on data.	Examples of AI systems that use machine learning are facial recognition, product and entertainment recommendations, email spam filtering, and predictive text.
Deep Learning	Deep learning is a subset of machine learning that involves training multiple layers of interconnected nodes in an artificial neural network on large datasets to identify complex patterns and relationships in the data.	Examples of AI systems that use deep learning are self-driving cars, medical diagnosis applications, chatbots, and customer service bots.
Data and Training Data	Within the context of AI, “data” are units of information about people or objects that are used by AI systems. “Training data” refers to large amounts of data that has been	In an AI system for a self-driving car, the training data will include images and videos labeled to identify cars versus street signs versus people.

https://www.nj.gov/education/innovation/ai/

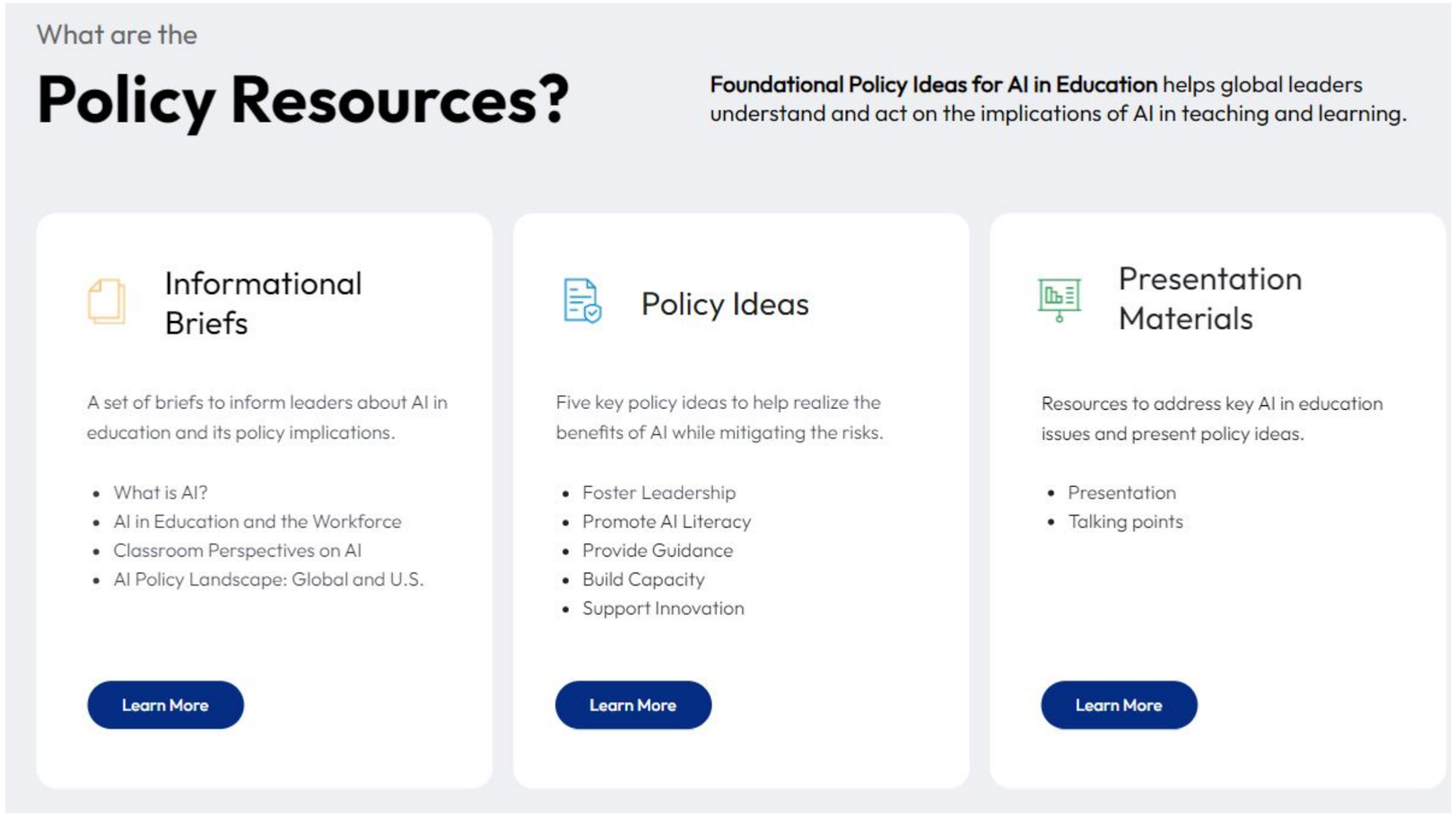
Policy & Regulations



www.teachai.org/cs

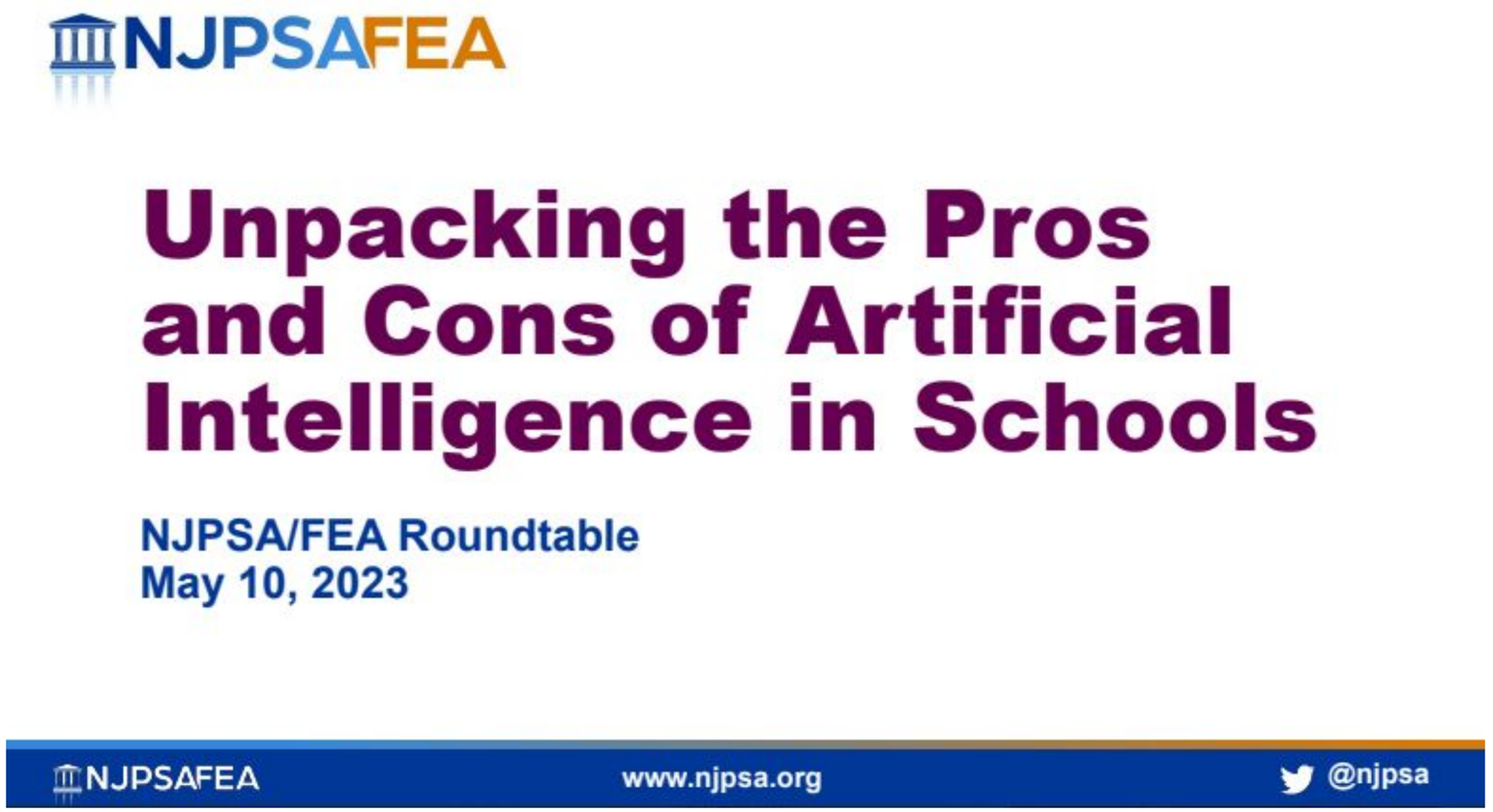
Foundational Policy Ideas for AI in Education

Policy & Regulations



www.teachai.org/policy

Policy & Regulations

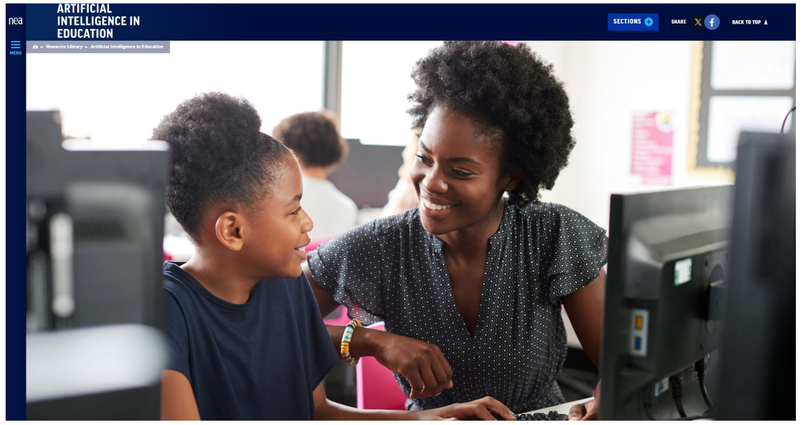


Slidedeck Link

Policy & Regulations

Our report and statement cover ideas that are essential to the question of AI in education, namely:

1. Students and educators must remain at the center of education
2. Evidence-based AI technology must enhance the educational experience
3. Ethical development/use of AI technology and strong data protection practices
4. Equitable access to and use of AI tools is ensured
5. Ongoing education with and about AI: AI literacy and agency



[NEA: Report of the NEA Task Force on Artificial Intelligence in Education]

Policy & Regulations

Three main ways this is being addressed:

1. In Board of Education policy - “baked into” Acceptable Use policies or as a standalone policy.
2. A student pledge for appropriate use coupled with a code of conduct.
3. A combination of all of the above.

Student Pledge for Academic Integrity and Responsible GenAI Use

Student Pledge for Academic Integrity and Responsible GenAI Use

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that is capable of producing outputs of new text, images, or data in response to inputs or prompts. Through analysis of data patterns from its source materials, it can generate content that is similar yet original. As this rapidly evolving technology becomes increasingly embedded in our world, academic integrity concerns have emerged.

GenAI is a powerful tool with immense potential to enhance my learning, but it should never replace independent and authentic thinking. I should be guided by the notion that ***GenAI can be used to assist in clarifying thoughts, but it should not do the thinking for me***.

- **Prioritize Human-Centered Learning**: While technology can enhance my education, my creativity and collaboration with others must remain the foundation of my learning.
- **Cultivate Critical Thinkers**: I will work to develop strong critical thinking skills and learn to use GenAI technology thoughtfully and responsibly.
- **Promote Ethical AI Use**: I am responsible for my actions and will use GenAI ethically.
- **Strengthen Digital Literacy**: I will work to build the skills needed to analyze, evaluate, and navigate digital information effectively.

It is my responsibility to ensure my final work, including any content created using GenAI, is properly cited. Failure to accurately attribute content from another source constitutes a violation of academic integrity and the Student Code of Conduct.

My teachers will determine appropriate uses of GenAI and set clear expectations for its use. This includes supporting me in exploring the capabilities and limitations of these tools and guiding me on proper documentation of GenAI-generated content.

I will continue to work to improve my critical thinking skills and have a balanced approach to responsible and ethical GenAI use.

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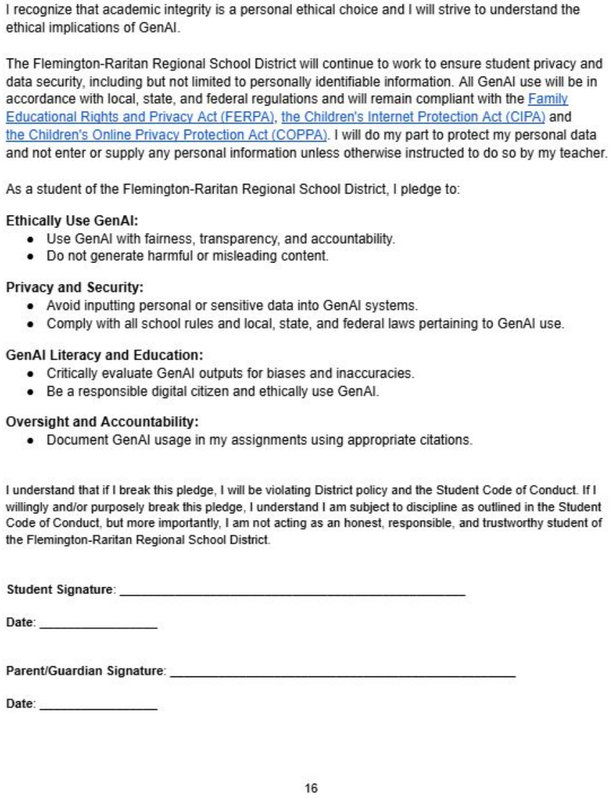

I recognize that academic integrity is a personal ethical choice and I will strive to understand the ethical implications of GenAI.

The Flemington-Raritan Regional School District will continue to work to ensure student privacy and data security, including but not limited to personally identifiable information. All GenAI use will be in accordance with local, state, and federal regulations and will remain compliant with the Family Educational Rights and Privacy Act (FERPA), the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA). I will do my part to protect my personal data and not enter or supply any personal information unless otherwise instructed to do so by my teacher.

As a student of the Flemington-Raritan Regional School District, I pledge to:

Ethically Use GenAI:
- Use GenAI with fairness, transparency, and accountability.
- Do not generate harmful or misleading content.

Privacy and Security:
- Avoid inputting personal or sensitive data into GenAI systems.
- Comply with all school rules and local, state, and federal laws pertaining to GenAI use.

GenAI Literacy and Education:
- Critically evaluate GenAI outputs for biases and inaccuracies.
- Be a responsible digital citizen and ethically use GenAI.

Oversight and Accountability:
- Document GenAI usage in my assignments using appropriate citations.

I understand that if I break this pledge, I will be violating District policy and the Student Code of Conduct. If I willingly and/or purposely break this pledge, I understand I am subject to discipline as outlined in the Student Code of Conduct, but more importantly, I am not acting as an honest, responsible, and trustworthy student of the Flemington-Raritan Regional School District.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

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Action Planning

AI Tool Evaluation Checklist for School Leaders - (Ethical, Legal, and Equity Lens)

Instructions:
For each AI tool you are considering, rate the criteria below:

- Yes (✔️) = Meets standard
- Needs Improvement (⚠️) = Some concerns
- No (❌) = Does not meet standard

Ethical Considerations
❑ Tool use is transparent (students, staff, parents know when AI is being used).
❑ Requires human oversight; AI does not make final decisions alone.
❑ Protects confidentiality of student/teacher data.
❑ AI outputs are reviewed for bias or harmful content.
The tool aligns with the district's values and mission.

Legal Considerations
❑ Complies with FERPA and COPPA for student data.
❑ Vendor contract specifies data ownership, storage, and deletion policies.
❑ Requires parental/guardian consent if sensitive data is collected.
❑ The tool includes cybersecurity safeguards to prevent breaches.
❑ Clear stance on intellectual property (who owns AI-generated content).

Equity Considerations
❑ Accessible to all students, including those without home internet/devices.
❑ Supports ELLs and students with disabilities (e.g., accessibility features, language support).
❑ Training provided for teachers and staff to avoid digital literacy gaps.
❑ Costs are sustainable and do not divert resources from essential services.
❑ Content is culturally responsive and reflects student diversity.

Overall Decision
✅ **Adopt – Tool meets most standards, low risk.**
⚠️ **Pilot/Test – Some concerns; limited rollout with monitoring.**

❌ **Do Not Adopt – Significant ethical, legal, or equity risks.**

AI Adoption Action Plan Template

Step 1: Define Goals & Purpose
- AI Tool / Area of Focus:
- Purpose / Desired Outcomes:
- Alignment with School/District Vision:

Step 2: Ethical Considerations
- How will the tool support human-centered decision-making?
- How will you ensure transparency with students, staff, and parents?
- Are there potential biases in the tool's output? How will you monitor them?
- Plan for monitoring ethical use:

Step 3: Legal & Compliance Review
- Is the tool compliant with FERPA, COPPA, and state privacy laws?
- What data is collected, stored, or shared?
- Who owns AI-generated content (lesson plans, student work)?
- Vendor agreement review:

Step 4: Equity & Accessibility
- Who has access to the tool? Any students or teachers at risk of being excluded?
- Are there accommodations for ELLs, students with disabilities, or low-tech households?
- Cost considerations: budget, sustainability, licensing
- Plan for professional development / training:

Step 5: Implementation Plan
- Pilot Phase: Target classrooms / teachers / grades:
- Pilot Phase: Timeline:
- Pilot Phase: Metrics / evaluation criteria:
- Full Implementation: Timeline:
- Full Implementation: Support personnel:
- Full Implementation: Feedback loops:

Step 6: Communication Plan
- Stakeholders:
- Messaging:
- Methods:
- Feedback Mechanisms:

Step 7: Evaluation & Continuous Improvement
- How will you measure success?
- Review frequency:
- How will adjustments be made based on feedback and evaluation?

"AI won't replace us,

but instead,

humans using AI

will outperform those

without it."

Professor Karim Lakhani -

Harvard Business School

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