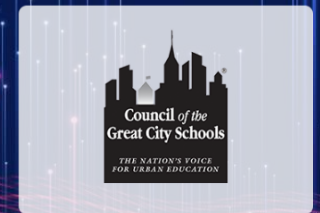


CoSN & the Council of the Great City Schools present:

K-12 Gen AI Maturity Tool

November 2024



Introduction

This Generative Artificial Intelligence (Gen AI) Maturity Tool is intended to serve as a starting point for school districts to intelligently and thoughtfully implement AI technologies that align with instructional and operational objectives. This tool builds on The AI Readiness Checklist as described below. We hope you find it useful and informative.

Readiness Checklist

The Council of the Great City Schools (CGCS) and CoSN – Consortium for School Networking worked in partnership with Amazon Web Services (AWS) to develop a [K-12 Generative AI \(Gen AI\) Readiness Checklist Questionnaire](#).

The questionnaire was designed to guide K-12 school districts in understanding key factors to consider before implementing Gen AI technologies. While not an exhaustive readiness assessment, the checklist served as a preliminary tool for district leaders—including superintendents, district leaders, and technology experts—to evaluate the safety, privacy, security, and ethical implications of using Gen AI. The goal is to help districts prepare adequately, ensure data privacy and security, and avoid bias or algorithmic discrimination while gaining a foundational understanding of the related tactical considerations.

K-12 Gen AI Maturity Tool

Our next phase is built upon the foundational considerations outlined in the checklist. The K-12 Gen AI Maturity Tool is a more comprehensive tool allowing districts to self-evaluate their maturity in implementing Gen AI technologies. This tool will help districts identify their maturity level in terms of Gen AI readiness and pinpoint specific areas that require further attention and investment to ensure the safe and secure adoption of this transformative technology.

We hope that school districts will find the K-12 Gen AI Maturity Tool both useful and informative. This tool is intended to serve as a starting point for school districts to intelligently and thoughtfully implement AI technologies that align with instructional and operational objectives. We encourage district leaders to adapt this resource to their unique needs.

Tool Development

The Maturity Tool used the information provided in a checklist format to create categories or major domains to coordinate improvement efforts. The AI Maturity Tool Domains are Executive Leadership, Operational, Data, Technical, Security, and Risk/Legal. Each domain is further defined by subdomains.

A three-level maturity rubric was developed and applied to each of the subdomains to assist districts in developing an understanding of their current state and also help design what moving to the next level of maturity for the district would be for each subdomain.

K-12 Gen AI General Maturity Level Descriptions:

Emerging

At the Emerging level, an organization is in the initial stages of Gen AI adoption. Awareness of Gen AI and its potential is limited, and there are minimal dedicated resources or infrastructure for Gen AI initiatives. Policies, governance, and staff skill sets regarding Gen AI are either undeveloped or very basic. Gen AI implementation is experimental or infrequent, and there is little systematic evaluation of strategic planning for Gen AI integration.

Developing

In the Developing stage, the organization has a moderate understanding of Gen AI and its applications. There is a growing investment in Gen AI infrastructure and resources. Policies and governance structures for Gen AI are taking shape, and there is an increasing focus on staff training in AI. The use of Gen AI technologies is more regular and is starting to be integrated into operational and strategic processes. Efforts towards systematic evaluation and deployment, and continuous improvement of Gen AI initiatives are evident.

Mature

At the Mature level, the organization demonstrates a deep understanding and expertise in AI. There is significant investment in advanced Gen AI infrastructure and resources. Comprehensive and dynamic policies and governance structures are in place to manage Gen AI effectively. Staff exhibit a high level of Gen AI proficiency, supported by a culture of continuous learning. Gen AI is fully integrated into the organization's operational and educational processes, driving innovation and strategic decision-making. There is a strong commitment to ongoing evaluation, adaptation, and improvement in Gen AI usage.

Seven Major Domains for Gen AI Readiness:

| | | | |
|---|----|--|----|
| 1. Executive Leadership Readiness | 6 | 5. Security Readiness..... | 46 |
| 1.1 Strategy..... | 7 | 5.1 Security Safeguards..... | 47 |
| 1.2 Legislation and Administrative Rules..... | 10 | 5.2 Cybersecurity Training | 49 |
| 1.3 Use Policy | 12 | | |
| 1.4 Equity | 15 | 6. Legal/Risk Readiness..... | 51 |
| 2. Operational Readiness..... | 17 | 6.1 Legal Remediation..... | 52 |
| 2.1 Procurement..... | 18 | 6.2 Risk Management | 55 |
| 2.2 Staffing..... | 22 | 6.3 Loss Notification..... | 58 |
| 3. Data Readiness | 26 | 7. Academic AI Literacy Readiness | 61 |
| 3.1 Data Governance | 27 | 7.1 AI Curriculum Integration..... | 62 |
| 3.2 Data Quality..... | 31 | 7.2 Teacher Professional Development in AI | 65 |
| 3.3 Data Privacy | 34 | 7.3 Ethical AI Use and Policy/Guidance Development . | 68 |
| 4. Technical Readiness..... | 37 | 7.4 Evaluating AI Impact | 71 |
| 4.1 Identity and Access Management..... | 38 | 7.5 AI Accessibility and Equity | 74 |
| 4.2 Tracking & Monitoring..... | 40 | 7.6 Operational Automation..... | 76 |
| 4.3 Technical Controls..... | 42 | Appendix 1 - Glossary of Terms..... | 79 |
| 4.4 Hallucinations of Inappropriate Content | 44 | Appendix 2 - Policies | 82 |

1. Executive Leadership Readiness

The Executive Leadership Readiness domain focuses on ensuring that school district leadership is equipped to effectively oversee and integrate Generative Artificial Intelligence (Gen AI) technologies in alignment with educational goals and ethical standards.

The Maturity Rubric for this domain includes:

- 1.1 Strategy
- 1.2 Legislation and Administrative Rules
- 1.3 Use Policy
- 1.4 Equity

1. Executive Leadership Readiness Domain

1.1 Strategy

Concentrates on aligning Gen AI initiatives with the district's overall mission and objectives, ensuring robust infrastructure, effective cross-functional team collaboration, strategic planning, and performance evaluation.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|---|
| <p>1.1.1 Alignment with Educational Objectives: Ensuring Gen AI initiatives align with the district's mission, vision, goals, and values.</p> | <p>Description: There is awareness of Gen AI potential but no clear alignment with educational objectives. Evidence: Gen AI initiatives are considered without a direct link to the district's mission or goals. Recommendations: Begin aligning Gen AI efforts with the district's broader educational objectives.</p> | <p>Description: There is a moderate alignment of Gen AI initiatives with educational goals. Evidence: Some Gen AI projects reflect the district's mission but lack full integration. Recommendations: Strengthen the connection between Gen AI initiatives and the district's educational objectives.</p> | <p>Description: Gen AI initiatives are fully aligned with and integral to educational objectives. Evidence: Gen AI is a key component in fulfilling the district's mission and educational goals. Recommendations: Continue to innovate and ensure that Gen AI initiatives evolve with educational objectives.</p> |
| <p>1.1.2 Infrastructure and Resource Management: Assessing and preparing the necessary infrastructure and resources for Gen AI implementation.</p> | <p>Description: Minimal infrastructure exists for Gen AI; resources are not specifically allocated. Evidence: There is a lack of dedicated tools and resources for Gen AI implementation. Recommendations: Assess current infrastructure capabilities and identify necessary resources for Gen AI projects.</p> | <p>Description: Infrastructure is developing for Gen AI with increasing resource allocation. Evidence: Emerging infrastructure supports Gen AI but requires expansion. Recommendations: Enhance infrastructure and allocate more resources specifically for Gen AI initiatives.</p> | <p>Description: An advanced and dedicated infrastructure exists for Gen AI with strategic resource allocation. Evidence: Infrastructure and resources are optimally aligned with the district's Gen AI needs. Recommendations: Maintain and upgrade infrastructure as needed to keep pace with evolving Gen AI technologies.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|---|
| <p>1.1.3 Cross-functional Team Dynamics: Forming and managing cross-functional teams to provide comprehensive oversight of Gen AI initiatives.</p> | <p>Description: No established cross-functional teams exist for overseeing Gen AI initiatives. Evidence: Gen AI initiatives lack comprehensive oversight due to missing cross-functional collaboration. Recommendations: Form initial cross-functional teams involving diverse stakeholders for Gen AI oversight.</p> | <p>Description: Cross-functional teams exist but may not fully cover all Gen AI aspects. Evidence: There is some oversight by cross-functional teams but with limited scope. Recommendations: Expand cross-functional teams to include wider expertise and responsibilities.</p> | <p>Description: Fully functional, comprehensive cross-functional teams are in place for Gen AI initiatives. Evidence: There is effective collaboration and oversight by cross-functional teams on Gen AI projects. Recommendations: Continue fostering cross-functional collaboration and adapt teams as Gen AI evolves.</p> |
| <p>1.1.4 Strategic Planning and Governance: Developing and executing strategic plans for the adoption and governance of Gen AI.</p> | <p>Description: There is an absence of specific strategic plans for Gen AI adoption. Evidence: Gen AI initiatives are not integrated into broader strategic planning. Recommendations: Develop initial strategic plans that include Gen AI considerations.</p> | <p>Description: Strategic plans that include Gen AI exist, but are not comprehensive. Evidence: Gen AI is part of strategic planning, but integration could be deeper. Recommendations: Refine strategic plans to fully integrate Gen AI considerations in governance and operations.</p> | <p>Description: Comprehensive and dynamic strategic planning fully integrates Gen AI. Evidence: Gen AI is a central element of strategic planning and governance. Recommendations: Regularly update strategic plans to reflect new developments in Gen AI.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|---|
| <p>1.1.5 Monitoring Performance Metrics and Financial Considerations: Establishing metrics to evaluate the impact and challenges of Gen AI and consider its financial implications.</p> | <p>Description: No specific metrics or financial plans exist for evaluating Gen AI impact.</p> <p>Evidence: Gen AI impact and financial implications are not systematically assessed.</p> <p>Recommendations: Begin establishing basic metrics for evaluating Gen AI and consider its financial implications.</p> | <p>Description: No specific metrics or financial plans exist for evaluating Gen AI impact.</p> <p>Evidence: Gen AI impact and financial implications are not systematically assessed.</p> <p>Recommendations: Begin establishing basic metrics for evaluating Gen AI and consider its financial implications.</p> | <p>Description: There are sophisticated metrics and financial models for Gen AI impact evaluation.</p> <p>Evidence: Gen AI impact and financial aspects are thoroughly evaluated and inform decision-making.</p> <p>Recommendations: Continuously refine metrics and financial models to accurately assess Gen AI's evolving impact.</p> |

1. Executive Leadership Readiness Domain

1.2 Legislation and Administrative Rules

Focuses on ensuring compliance with legal and regulatory frameworks, integrating Gen AI into educational policies, and keeping the board educated and involved.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|---|
| <p>1.2.1 Legal Compliance and Restrictions: Ensuring adherence to federal and state laws and district rules regarding the use of Gen AI.</p> | <p>Description: There is a basic awareness of legal requirements for Gen AI without comprehensive compliance. Evidence: There is inadequate adherence to state laws and district rules for Gen AI usage. Recommendations: Develop an understanding of relevant laws and begin aligning Gen AI usage with these requirements.</p> | <p>Description: Adherence to legal frameworks exists with an increased understanding of Gen AI implications. Evidence: Better alignment with legal requirements exists but there are still gaps in comprehensive compliance. Recommendations: Enhance efforts to comply fully with legal standards and district rules regarding Gen AI.</p> | <p>Description: There is full compliance with legal and regulatory frameworks for Gen AI. Evidence: Gen AI usage fully adheres to state laws and district rules. Recommendation: Maintain and continuously update compliance measures as legal standards evolve.</p> |
| <p>1.2.2 Educational Policy Integration: Integrating Gen AI within the existing educational policies and frameworks.</p> | <p>Description: Initial efforts have been made to integrate Gen AI into existing policies without full alignment. Evidence: Gen AI usage is not yet fully integrated into educational policies. Recommendations: Start aligning Gen AI with current educational policies and frameworks.</p> | <p>Description: There is progress in integrating Gen AI into educational policies, but it is not yet fully systemic. Evidence: Gen AI is partially integrated into educational policies, but integration is not yet complete. Recommendations: Continue to refine and fully integrate Gen AI into all relevant educational policies.</p> | <p>Description: Gen AI is completely and systemically integrated into educational policies. Evidence: Gen AI is fully embedded within the educational policy framework. Recommendations: Ensure ongoing alignment and adaptation of policies as Gen AI evolves.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|---|--|
| <p>1.2.3 Board Education and Policy Updates: Keeping the School Board educated, informed, and updated on Gen AI usage and policies.</p> | <p>Description: There are limited or ad-hoc efforts to educate the School Board about Gen AI. Evidence: The School Board is not fully informed or involved in Gen AI-related decisions. Recommendations: Initiate regular updates and education sessions for the School Board on Gen AI.</p> | <p>Description: There are regular but not fully comprehensive education updates for the School Board. Evidence: The School Board is more informed about Gen AI but not engaged in all aspects. Recommendations: Increase the depth and frequency of Gen AI-related communications and involvement with the School Board.</p> | <p>Description: There are comprehensive and proactive education and policy updates for the School Board. Evidence: The School Board is fully involved and kept up-to-date on all aspects of Gen AI. Recommendations: Sustain and evolve the board's education and involvement with ongoing Gen AI advancements.</p> |

1. Executive Leadership Readiness Domain

1.3 Use Policy

Addresses the development, adoption, dissemination, and enforcement of policies for responsible Gen AI usage, including compliance tracking, vendor agreements, and educational content aspects.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|---|
| <p>1.3.1 Policy Development and Publication: Creating and disseminating formal policies for the responsible use of Gen AI.</p> | <p>Description: Policies for Gen AI usage are in the initial stages of development. Evidence: There is a lack of formalized policies for responsible Gen AI usage. Recommendations: Start creating and disseminating basic policies for Gen AI usage.</p> | <p>Description: More comprehensive Gen AI use policies are developing. Evidence: Policies are in place but may not cover all aspects of Gen AI usage. Recommendations: Expand and refine the scope of Gen AI use policies.</p> | <p>Description: Comprehensive and well-established policies for Gen AI usage are in place. Evidence: Policies cover all aspects of responsible Gen AI use and are widely understood. Recommendations: Continually review and update policies to reflect evolving Gen AI technologies and uses.</p> |
| <p>1.3.2 Compliance Tracking and Enforcement: Monitoring and enforcing adherence to Gen AI use policies.</p> | <p>Description: There is ad-hoc monitoring and limited enforcement of Gen AI policies. Evidence: Adherence to Gen AI use policies is inconsistent. Recommendations: Develop methods for tracking compliance and begin enforcing existing policies.</p> | <p>Description: There is improved tracking of compliance and enforcement measures. Evidence: Compliance with Gen AI policies is better, though inconsistencies remain. Recommendations: Strengthen compliance tracking systems and enforcement mechanisms.</p> | <p>Description: Robust systems exist for tracking compliance and enforcing policies. Evidence: There is a high level of adherence to Gen AI use policies across the district. Recommendations: Maintain and periodically enhance compliance monitoring and enforcement practices.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|---|
| <p>1.3.3 Vendor Contractual Obligations: Incorporating Gen AI use considerations into vendor contracts.</p> | <p>Description: There is minimal consideration of Gen AI in vendor contracts. Evidence: Vendor contracts do not adequately cover Gen AI usage terms. Recommendations: Start incorporating Gen AI considerations into new and existing vendor contracts.</p> | <p>Description: The inclusion of Gen AI considerations in contracts is increasing. Evidence: Some vendor contracts include Gen AI terms, but not uniformly. Recommendations: Ensure all vendor contracts systematically include Gen AI usage clauses.</p> | <p>Description: Gen AI considerations are thoroughly integrated into all vendor contracts. Evidence: Vendor contracts consistently include detailed Gen AI usage terms. Recommendations: Regularly review and update contractual terms to stay current with Gen AI advancements.</p> |
| <p>1.3.4 Data Training and Professional Development: Implementing training programs for the responsible use of Gen AI.</p> | <p>Description: There are limited or no training programs on responsible Gen AI usage. Evidence: Staff lack guidance on the responsible use of Gen AI. Recommendations: Initiate basic training programs on responsible Gen AI usage.</p> | <p>Description: Training programs for responsible Gen AI usage are developing. Evidence: More staff are receiving training, but the content may not be comprehensive. Recommendations: Enhance the depth and breadth of Gen AI training programs.</p> | <p>Description: Comprehensive training programs are in place for responsible Gen AI usage. Evidence: Staff are well-trained and knowledgeable about Gen AI usage. Recommendations: Continue to adapt and evolve training programs to keep pace with Gen AI developments.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|--|
| <p>1.3.5 Content Creation and Attribution: Ensuring proper attribution in content created with Gen AI tools.</p> | <p>Description: There is little emphasis on attribution for Gen AI-created content. Evidence: Issues of content ownership and attribution are not addressed. Recommendations: Begin establishing guidelines for content creation and attribution using Gen AI.</p> | <p>Description: There is a growing awareness of the need for proper attribution in Gen AI content. Evidence: Some measures are in place for content attribution, but not consistently applied. Recommendations: Implement more thorough guidelines and practices for content creation and attribution.</p> | <p>Description: There is a strong emphasis and clear practices for attribution in Gen AI-created content. Evidence: Content creation and attribution issues are effectively managed. Recommendations: Keep refining attribution guidelines and practices as Gen AI capabilities evolve.</p> |

1. Executive Leadership Readiness Domain

1.4 Equity

Emphasizes the importance of ethical considerations, fairness in algorithmic decision-making, oversight mechanisms, and ensuring equitable access to Gen AI tools for all stakeholders.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|---|
| <p>1.4.1 Bias Prevention and Data Ethics: Addressing potential biases in Gen AI and promoting ethical data use.</p> | <p>Description: There is initial awareness of bias issues in Gen AI with minimal action taken. Evidence: Potential biases in Gen AI are not systematically addressed. Recommendations: Start recognizing and addressing biases in Gen AI and promote ethical data use.</p> | <p>Description: There is a growing recognition of bias issues and ethical data use in Gen AI. Evidence: Efforts to address biases in Gen AI are underway but not comprehensive. Recommendations: Enhance initiatives to mitigate bias and promote ethical data usage in Gen AI.</p> | <p>Description: Comprehensive strategies are in place to prevent bias and ensure ethical data use in Gen AI. Evidence: Systematic and effective measures are in place to mitigate bias in Gen AI. Recommendations: Continuously update and refine strategies for bias prevention and ethical data use.</p> |
| <p>1.4.2 Vendor Selection and Algorithmic Fairness: Selecting vendors with a commitment to algorithmic fairness.</p> | <p>Description: There is limited consideration of algorithmic fairness in vendor selection. Evidence: Vendor selection does not fully account for algorithmic fairness. Recommendations: Begin incorporating algorithmic fairness criteria in vendor selection processes.</p> | <p>Description: There is an increased emphasis on algorithmic fairness in vendor selection. Evidence: Algorithmic fairness is considered in vendor selection but not consistently applied. Recommendations: Strengthen criteria and processes for ensuring algorithmic fairness in vendor selection.</p> | <p>Description: There is a systematic and thorough consideration of algorithmic fairness in all vendor selections. Evidence: Vendor selection rigorously accounts for algorithmic fairness in Gen AI tools. Recommendations: Maintain high standards for algorithmic fairness in vendor selection and regularly reassess criteria.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|---|
| <p>1.4.3 Model Oversight and Human Intervention: Implementing oversight mechanisms for Gen AI models and human intervention protocols.</p> | <p>Description: There are minimal oversight mechanisms for Gen AI models. Evidence: There is a lack of structured protocols for overseeing Gen AI model decisions and human intervention. Recommendations: Develop initial oversight mechanisms and protocols for human intervention in Gen AI.</p> | <p>Description: Oversight mechanisms for Gen AI models with some human intervention are developing. Evidence: Oversight mechanisms are in place but may not cover all aspects of Gen AI usage. Recommendations: Expand and strengthen oversight mechanisms and human intervention protocols.</p> | <p>Description: Robust oversight mechanisms for Gen AI models are in place with effective human intervention. Evidence: Comprehensive and effective oversight and human intervention protocols are in place for Gen AI. Recommendations: Continually enhance and adapt oversight mechanisms to evolving Gen AI technologies.</p> |
| <p>1.4.4 Equitable Access and Inclusivity Practices: Ensuring equitable access to Gen AI tools and fostering inclusivity.</p> | <p>Description: There is basic awareness of the need for equitable Gen AI access but limited practices. Evidence: Equitable access to Gen AI tools is not adequately addressed. Recommendations: Start implementing practices to ensure equitable access and inclusivity in Gen AI usage.</p> | <p>Description: Practices to ensure equitable access to Gen AI tools are developing. Evidence: Efforts towards equitable access are present but not fully effective. Recommendations: Improve and broaden initiatives for equitable access and inclusivity in Gen AI.</p> | <p>Description: Systemic and effective practices ensure equitable access to Gen AI tools. Evidence: Equitable access and inclusivity are fully integrated into Gen AI tool usage. Recommendations: Sustain and evolve practices to maintain and enhance equitable access and inclusivity in Gen AI.</p> |
| <p>1.4.5 Data Management and Privacy: Prioritizing data management and privacy in AI tool procurement.</p> | <p>Description: There are basic data management and privacy considerations in AI procurement. Evidence: Data management and privacy are not centrally prioritized in Gen AI procurement. Recommendations: Begin prioritizing data management and privacy in AI tool procurement.</p> | <p>Description: The focus on data management and privacy in AI procurement is improving. Evidence: Data management and privacy are considered in procurement but need further emphasis. Recommendations: Further prioritize data management and privacy considerations in all aspects of AI procurement.</p> | <p>Description: There is advanced prioritization of data management and privacy in all AI procurements. Evidence: Data management and privacy are central to AI tool procurement processes. Recommendations: Continue to lead in data management and privacy practices, adapting to new challenges and technologies.</p> |

2. Operational Readiness

Operational Readiness in the context of Gen AI encompasses the essential organizational processes and human resource considerations necessary to successfully adopt and integrate AI technologies in school districts.

The Maturity Rubric for this domain includes:

- 2.1 Procurement
- 2.2 Staffing

2 Operational Readiness Domain

2.1 Procurement

Focuses on the ethical, compliant, and strategic acquisition of Gen AI tools, ensuring that they align with educational objectives, legal standards, and data privacy requirements.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|--|
| <p>2.1.1 AI Procurement Standards and Ethics: Establishing ethical standards and guidelines for procuring Gen AI tools, aligned with the AI Bill of Rights and privacy laws.</p> | <p>Description: There is initial awareness of the importance of ethical standards in AI procurement, but a lack of formalized guidelines.</p> <p>Evidence: The organization recognizes the need for ethical procurement but has not yet established clear guidelines.</p> <p>Recommendations: Develop basic ethical standards and guidelines for AI procurement, taking into account the AI Bill of Rights and privacy laws.</p> | <p>Description: More comprehensive ethical standards and guidelines for AI procurement are developing.</p> <p>Evidence: Ethical considerations are increasingly integrated into procurement decisions, but the process is not yet fully standardized or comprehensive.</p> <p>Recommendations: Continue to refine and expand the ethical standards and guidelines, ensuring they are well-aligned with the AI Bill of Rights and privacy laws.</p> | <p>Description: Comprehensive and well-established ethical standards and guidelines for AI procurement are in place.</p> <p>Evidence: The organization has a robust framework for ethical AI procurement that is fully aligned with legal standards and privacy laws.</p> <p>Recommendations: Regularly review and update the ethical procurement guidelines to adapt to evolving AI technologies and ethical considerations.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|--|---|
| <p>2.1.2 Procurement Process Compliance: Ensuring that procurement processes for Gen AI tools adhere to established standards and undergo proper review and approval.</p> | <p>Description: The district is in the initial stages of acknowledging the need for compliance in procurement processes. Lack of structured review and approval systems.</p> <p>Evidence: Procurement processes for Gen AI tools are irregular and not consistently aligned with standards.</p> <p>Recommendations: Establish basic compliance procedures and review mechanisms for procurement processes.</p> | <p>Description: Implementation of compliance standards in procurement processes is improving, but not yet fully comprehensive.</p> <p>Evidence: Procurement processes are increasingly adhering to standards, but some inconsistencies remain.</p> <p>Recommendations: Enhance the standardization and thoroughness of compliance and review processes for Gen AI tool procurement.</p> | <p>Description: There are comprehensive and well-established compliance standards and review processes for Gen AI procurement.</p> <p>Evidence: Procurement processes are consistently executed with high adherence to established standards.</p> <p>Recommendations: Continuously monitor, review, and update procurement compliance procedures to ensure ongoing alignment with best practices and evolving standards.</p> |
| <p>2.1.3 Asset Evaluation and Upgrade Protocols: Implementing protocols for evaluating, upgrading, and renewing assets to include Gen AI capabilities.</p> | <p>Description: Limited processes exist for asset evaluation and upgrades specific to Gen AI.</p> <p>Evidence: There is inadequate consideration of Gen AI capabilities in current asset management.</p> <p>Recommendations: Develop initial protocols for assessing and upgrading assets to incorporate Gen AI features.</p> | <p>Description: Protocols for asset evaluation and upgrades, with some inclusion of Gen AI capabilities, are developing.</p> <p>Evidence: Protocols are in place but not fully comprehensive or systematically applied.</p> <p>Recommendations: Enhance and standardize protocols for asset evaluation and upgrades, ensuring consistent incorporation of Gen AI.</p> | <p>Description: Comprehensive protocols for asset evaluation and upgrades exist, fully integrating Gen AI considerations.</p> <p>Evidence: There is a systematic and thorough evaluation of assets for Gen AI integration.</p> <p>Recommendations: Continuously review and update protocols to align with the latest Gen AI advancements and organizational needs.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|--|---|
| <p>2.1.4 Vendor Notification Requirements: Requiring vendors to notify the district about the addition of Gen AI capabilities to existing assets.</p> | <p>Description: There is a minimal or no requirement for vendors to inform the district about Gen AI capabilities in assets. Evidence: There is a lack of awareness about Gen AI enhancements in vendor-supplied assets. Recommendations: Establish basic protocols requiring vendor notification about Gen AI capabilities.</p> | <p>Description: Requirements for vendor notification regarding Gen AI capabilities are developing. Evidence: Some vendor notifications are in place, but practices are not uniformly applied. Recommendations: Strengthen and standardize vendor notification requirements for Gen AI capabilities.</p> | <p>Description: There are comprehensive requirements for vendor notification about Gen AI enhancements. Evidence: Systematic and effective communication from vendors regarding Gen AI capabilities. Recommendations: Continuously evaluate and update vendor notification protocols to reflect current Gen AI developments.</p> |
| <p>2.1.5 Data Management and Privacy: Ensuring that data management and privacy are central considerations in the procurement of Gen AI tools.</p> | <p>Description: There is limited focus on data management and privacy during the procurement process. Evidence: Data management and privacy are not central considerations in procurement decisions. Recommendations: Begin to prioritize data management and privacy in the procurement of Gen AI tools.</p> | <p>Description: Attention to data management and privacy in the procurement process is improving. Evidence: Consideration of data management and privacy is increasing, but integration is not fully comprehensive. Recommendations: Further integrate data management and privacy considerations into procurement practices.</p> | <p>Description: There is advanced integration of data management and privacy into procurement decisions. Evidence: Data management and privacy are central and consistent elements of the procurement process. Recommendations: Continually lead and adapt data management and privacy practices in line with evolving technologies and standards.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|--|
| <p>2.1.6 Vendor Relationship Management: Including guidelines for managing ongoing relationships with Gen AI tool vendors, ensuring continuous alignment with district goals and standards.</p> | <p>Description: Initial efforts exist to establish guidelines for vendor relationships, with a limited focus on Gen AI alignment.</p> <p>Evidence: Vendor relationships are not strategically managed for Gen AI tool integration.</p> <p>Recommendations: Develop basic guidelines for managing vendor relationships and ensuring alignment with district goals.</p> | <p>Description: Practices for managing vendor relationships with a focus on Gen AI alignment are developing.</p> <p>Evidence: Management of vendor relationships have improved, but are not fully aligned with Gen AI objectives.</p> <p>Recommendations: Enhance guidelines and practices for vendor relationship management, focusing on continuous alignment with district goals.</p> | <p>Description: Management of vendor relationships is comprehensive and fully aligned with Gen AI goals and district standards.</p> <p>Evidence: Effective and strategic vendor relationship management is in line with Gen AI objectives.</p> <p>Recommendations: Continuously review and evolve vendor management strategies to maintain alignment with district goals and Gen AI advancements.</p> |
| <p>2.1.7 Sustainability Considerations: Addressing the environmental impact of Gen AI tools, encouraging the selection of sustainable and energy-efficient options.</p> | <p>Description: There is minimal consideration of sustainability in the selection of Gen AI tools.</p> <p>Evidence: There is a lack of emphasis on the environmental impact of Gen AI tools.</p> <p>Recommendations: Begin to incorporate sustainability considerations into the procurement process.</p> | <p>Description: Awareness of sustainability in Gen AI procurement is increasing, but not yet a central focus.</p> <p>Evidence: Sustainability considerations are being integrated, but practices are not comprehensive.</p> <p>Recommendations: Strengthen the integration of sustainability considerations in Gen AI tool procurement.</p> | <p>Description: There is a strong emphasis on sustainability and environmental impact in all Gen AI procurement decisions.</p> <p>Evidence: Sustainability is a central factor in Gen AI tool selection and procurement.</p> <p>Recommendations: Lead in sustainable procurement practices and regularly adapt to evolving environmental standards and technologies.</p> |

2 Operational Readiness Domain

2.2 Staffing

Addresses the need for a skilled workforce capable of evaluating, implementing, and managing Gen AI technologies, including the development and adaptation of job roles and training programs.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|---|
| <p>2.2.1 Continuous Professional Development: Emphasizing the need for ongoing training and professional development for staff to keep pace with evolving Gen AI technologies.</p> | <p>Description: There is initial recognition of the importance of ongoing professional development for Gen AI. Evidence: Structured training programs for staff on Gen AI technologies are lacking. Recommendations: Begin developing basic training and professional development programs focused on Gen AI.</p> | <p>Description: Progress is being made in implementing ongoing training programs for Gen AI, but not yet fully comprehensive. Evidence: Training initiatives are present but need further development to cover all aspects of Gen AI. Recommendations: Expand and enhance professional development programs to encompass a broader range of Gen AI topics.</p> | <p>Description: Comprehensive and ongoing professional development programs for Gen AI are well-established. Evidence: Staff are regularly trained and kept up-to-date with the latest Gen AI advancements. Recommendations: Continually adapt and enhance professional development programs to keep pace with evolving Gen AI technologies.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|---|
| <p>2.2.2 Staff Well-being and Change Management: Including strategies for addressing the impact of Gen AI on staff well-being and the importance of effective change management.</p> | <p>Description: Early awareness of the impact of Gen AI on staff well-being exists, but there are minimal change management strategies.</p> <p>Evidence: There are insufficient measures in place to address staff concerns and changes due to Gen AI.</p> <p>Recommendations: Start formulating strategies to support staff well-being and effective change management in the context of Gen AI.</p> | <p>Description: Strategies for staff well-being and change management in response to Gen AI are developing.</p> <p>Evidence: Some measures are in place to support staff, but more systematic change management is needed.</p> <p>Recommendations: Strengthen change management strategies and initiatives to better support staff well-being during Gen AI integration.</p> | <p>Description: Robust strategies and practices are in place for staff well-being and effective change management regarding Gen AI.</p> <p>Evidence: Strong support systems and change management protocols ensure staff well-being during Gen AI adoption.</p> <p>Recommendations: Regularly review and refine strategies to maintain staff well-being and effective change management as Gen AI evolves.</p> |
| <p>2.2.3 Workforce Skills Assessment and Development: Evaluating and enhancing staff skills for Gen AI.</p> | <p>Description: There is a basic evaluation of staff skills related to Gen AI, with minimal development initiatives.</p> <p>Evidence: Staff skills in Gen AI are not systematically assessed or developed.</p> <p>Recommendations: Start assessing workforce skills for Gen AI and initiate basic development programs.</p> | <p>Description: Progress is being made in assessing and developing workforce skills for Gen AI, but not fully comprehensive.</p> <p>Evidence: There is an increased focus on skill development, yet coverage of all relevant Gen AI skills is lacking.</p> <p>Recommendations: Expand and deepen workforce skills assessment and development programs for Gen AI.</p> | <p>Description: There is a comprehensive assessment and development of workforce skills for Gen AI.</p> <p>Evidence: Staff skills are thoroughly aligned with Gen AI requirements.</p> <p>Recommendations: Continually adapt workforce development programs to align with evolving Gen AI technologies.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|---|
| <p>2.2.4 Job Role Adaptation and Creation: Adapting and creating roles to support Gen AI operations.</p> | <p>Description: There is limited adaptation of job roles to accommodate Gen AI, with few new roles created.</p> <p>Evidence: Job roles are not effectively aligned with the district’s Gen AI needs.</p> <p>Recommendations: Begin adapting existing job roles and considering the creation of new roles to support Gen AI operations.</p> | <p>Description: The processes for adapting and creating job roles for Gen AI are developing, but not fully realized.</p> <p>Evidence: Some job roles are adapted, and new roles are emerging, but integration with Gen AI is not thorough.</p> <p>Recommendations: Enhance job role adaptation and creation processes to fully support Gen AI operations.</p> | <p>Description: Well-established processes exist for adapting existing job roles and creating new roles for Gen AI.</p> <p>Evidence: Job roles are effectively aligned with and support Gen AI operations.</p> <p>Recommendations: Regularly review and update job roles to ensure ongoing alignment with Gen AI advancements and operational needs.</p> |
| <p>2.2.5 Financial Planning for Staff Development: Budgeting for staff training and development in Gen AI.</p> | <p>Description: Budgeting for staff training in Gen AI is in the initial stages, with limited financial resources allocated.</p> <p>Evidence: Financial planning for staff development in Gen AI is not comprehensive or well-structured.</p> <p>Recommendations: Begin allocating budget and resources for staff training and development in Gen AI.</p> | <p>Description: Budget and resource allocation for staff training in Gen AI is developing, but not yet fully adequate.</p> <p>Evidence: There is some financial investment in staff development for Gen AI, but gaps remain in coverage and depth.</p> <p>Recommendations: Increase and optimize budget allocation for comprehensive staff development in Gen AI.</p> | <p>Description: There is comprehensive financial planning and resource allocation for staff training in Gen AI.</p> <p>Evidence: Robust budgeting and resource allocation support extensive staff development in Gen AI.</p> <p>Recommendations: Continually reassess and adapt financial planning to support evolving training needs in Gen AI.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|---|
| <p>2.2.6 Data Preparation and Management Skills: Equipping staff with skills for effective data management in Gen AI contexts.</p> | <p>Description: There is a basic level of skill development for data management in Gen AI contexts.</p> <p>Evidence: Staff skills in data management for Gen AI are rudimentary and need enhancement.</p> <p>Recommendations: Initiate training programs to develop foundational data management skills for Gen AI.</p> | <p>Description: There is progress in equipping staff with data management skills for Gen AI, but not yet comprehensive.</p> <p>Evidence: Improved staff skills in data management exist, yet a need for broader and deeper skill development exists.</p> <p>Recommendations: Enhance and expand training programs to cover advanced data management skills for Gen AI.</p> | <p>Description: There are advanced skill development programs for data management in Gen AI contexts.</p> <p>Evidence: Staff possess comprehensive data management skills suitable for Gen AI applications.</p> <p>Recommendations: Regularly update and enhance training programs to keep staff skills aligned with the latest Gen AI data management trends.</p> |

3. Data Readiness

Data Readiness ensures the school district is prepared for Gen AI implementation with robust data governance, quality, and privacy measures, coupled with effective identity and access management, tracking, technical control, and security safeguards.

The Maturity Rubric for this domain includes:

- 3.1 Data Governance
- 3.2 Data Quality
- 3.3 Data Privacy

3 Data Readiness Domain

3.1 Data Governance

Data Governance focuses on managing data responsibly, ensuring its proper stewardship, compliance with policies, secure storage, and effective lifecycle management.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|---|
| <p>3.1.1 Stewardship and Ownership of Data: Assigning clear responsibilities for data management.</p> | <p>Description: The district is in the initial steps to assign responsibilities for data management, with unclear or informal roles.</p> <p>Evidence: A lack of clear data stewardship and ownership leads to inconsistent data management.</p> <p>Recommendations: Begin establishing clear roles and responsibilities for data stewardship and ownership.</p> | <p>Description: Structured roles for data stewardship and ownership are developing, but not fully comprehensive.</p> <p>Evidence: The assignment of data management responsibilities is improving, but some gaps remain.</p> <p>Recommendations: Enhance and clarify roles for data stewardship and ownership to cover all critical data assets.</p> | <p>Description: Comprehensive and well-established roles for data stewardship and ownership are in place.</p> <p>Evidence: Data assets are clearly and effectively managed through assigned stewardship and ownership.</p> <p>Recommendations: Continuously review and refine data stewardship and ownership roles to align with evolving data needs and technologies.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|--|
| <p>3.1.2 Policy Compliance and Enforcement: Ensuring adherence to data governance policies.</p> | <p>Description: There is a basic awareness of data governance policies, but limited enforcement mechanisms.</p> <p>Evidence: Data governance policies exist but are not consistently enforced or adhered to.</p> <p>Recommendations: Develop basic compliance and enforcement mechanisms for data governance policies.</p> | <p>Description: Progress in enforcing data governance policies is developing, but enforcement is not yet systematic.</p> <p>Evidence: Data governance policies are more widely recognized, but adherence varies.</p> <p>Recommendations: Strengthen compliance mechanisms and ensure consistent enforcement of data governance policies.</p> | <p>Description: There is a robust and systematic enforcement of data governance policies.</p> <p>Evidence: Data governance policies are strongly adhered to across the organization.</p> <p>Recommendations: Regularly update and reinforce enforcement mechanisms to maintain high compliance with data governance policies.</p> |
| <p>3.1.3 Data Storage and Classification: Systematically storing and classifying district data.</p> | <p>Description: Basic or ad-hoc approaches are in place for data storage and classification.</p> <p>Evidence: Data is not systematically stored or classified, leading to inefficiencies and potential risks.</p> <p>Recommendations: Initiate systematic data storage and classification protocols to improve data organization and access.</p> | <p>Description: Structured processes for data storage and classification are developing, but not fully comprehensive.</p> <p>Evidence: Improvements have been made in data organization, but gaps in systematic classification and storage persist.</p> <p>Recommendations: Enhance data storage and classification systems to ensure complete and organized data management.</p> | <p>Description: There are comprehensive and systematic approaches to data storage and classification.</p> <p>Evidence: Data is efficiently organized and accessible, with robust classification systems in place.</p> <p>Recommendations: Continuously review and update data storage and classification protocols to align with evolving data requirements and technologies.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>3.1.4 Asset Lifecycle Management: Managing the lifecycle of data assets from creation to disposal.</p> | <p>Description: There is limited management of data asset lifecycles, with informal or inconsistent practices.</p> <p>Evidence: Lifecycle management of data assets is inadequate, resulting in inefficiencies and potential data loss.</p> <p>Recommendations: Develop basic asset lifecycle management practices to better manage data from creation to disposal.</p> | <p>Description: The district is progressing in managing the lifecycle of data assets, but not fully integrated or systematic.</p> <p>Evidence: Some lifecycle management practices are in place, but not consistently applied across all data assets.</p> <p>Recommendations: Strengthen and standardize asset lifecycle management processes to cover all data assets effectively.</p> | <p>Description: Management of the lifecycle of data assets is comprehensive, with systematic and integrated practices.</p> <p>Evidence: Management of data assets is effective and consistent throughout their lifecycle.</p> <p>Recommendations: Regularly reassess and refine asset lifecycle management strategies to stay aligned with best practices and technological advancements.</p> |
| <p>3.1.5 Data Lifecycle Management: Emphasizing policies and practices for the entire lifecycle of data, from creation to disposal, ensuring data integrity and compliance throughout.</p> | <p>Description: There is an initial recognition of the importance of managing the entire data lifecycle, with rudimentary policies.</p> <p>Evidence: Inconsistent practices in data lifecycle management lead to potential data integrity issues.</p> <p>Recommendations: Establish basic policies and practices for managing the entire data lifecycle.</p> | <p>Description: Processes and policies for data lifecycle management are developing, but not yet fully systematic.</p> <p>Evidence: Some improvements in data lifecycle management exist, but comprehensive coverage is lacking.</p> <p>Recommendations: Enhance and standardize data lifecycle management practices to ensure data integrity and compliance.</p> | <p>Description: Management of the data lifecycle is comprehensive and systematic, ensuring data integrity and compliance.</p> <p>Evidence: Robust practices are in place for managing data throughout its lifecycle, with strong adherence to policies.</p> <p>Recommendations: Continuously review and update data lifecycle management policies to stay aligned with evolving data needs and regulations.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|---|
| <p>3.1.6 Data Literacy Programs: Including initiatives to improve data literacy among staff, enhancing their understanding of data governance principles.</p> | <p>Description: There are limited efforts to enhance data literacy among staff, with minimal training initiatives.</p> <p>Evidence: There are low levels of data literacy among staff, affecting understanding of data governance.</p> <p>Recommendations: Initiate basic data literacy programs to improve staff understanding of data governance.</p> | <p>Description: The district is progressing in implementing data literacy programs, but not yet comprehensive or widely accessible.</p> <p>Evidence: Awareness of data literacy is increasing, yet gaps in staff understanding and application persist.</p> <p>Recommendations: Expand and deepen data literacy initiatives to cover a broader range of data governance topics.</p> | <p>Description: There are advanced and widespread data literacy programs for staff, fully integrated with data governance principles.</p> <p>Evidence: There is a high level of data literacy among staff, enhancing the overall effectiveness of data governance.</p> <p>Recommendations: Regularly update and enhance data literacy programs to keep pace with evolving data governance challenges and technologies.</p> |

3 Data Readiness Domain

3.2 Data Quality

Data Quality emphasizes maintaining high standards of data integrity and version control, and ensuring data compatibility with Gen AI technologies.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|---|
| <p>3.2.1 Data Audit and Quality Control: Regularly auditing data for accuracy and consistency.</p> | <p>Description: Basic or sporadic data audits are conducted, with limited quality control measures. Evidence: There is inconsistent data accuracy and quality due to infrequent audits. Recommendations: Initiate regular data auditing and establish basic quality control practices.</p> | <p>Description: More structured data auditing and quality control processes are developing, but not fully comprehensive. Evidence: Data quality and consistency is improving, but gaps in auditing coverage remain. Recommendations: Enhance the frequency and thoroughness of data audits and strengthen quality control practices.</p> | <p>Description: Comprehensive and systematic data audits and quality control measures are in place. Evidence: High standards of data accuracy and consistency are maintained through regular audits. Recommendations: Continuously review and update auditing and quality control practices to adapt to evolving data needs.</p> |
| <p>3.2.2 Versioning and Source Management: Managing data versions and identifying data sources.</p> | <p>Description: Management of data versions and sources is ad-hoc, with minimal tracking. Evidence: Tracking data changes and sources is difficult, leading to potential data integrity issues. Recommendations: Start implementing versioning controls and source identification for data.</p> | <p>Description: Management of data versions and sources is improving, but not yet fully systematic. Evidence: There is better tracking of data changes, but inconsistencies in versioning and source management persist. Recommendations: Standardize versioning and source management practices to ensure consistent data tracking.</p> | <p>Description: There is systematic and thorough management of data versions and sources. Evidence: Data changes and sources are efficiently tracked and managed, ensuring data integrity. Recommendations: Regularly update versioning and source management practices to keep pace with technological advancements.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>3.2.3 Machine-Readability and Gen AI Compatibility: Ensuring data is in a format suitable for Gen AI use.</p> | <p>Description: The focus on ensuring data is in a format suitable for Gen AI use is limited.</p> <p>Evidence: Data formats are not consistently machine-readable, hindering Gen AI applications.</p> <p>Recommendations: Begin transitioning data into formats that are compatible with Gen AI technologies.</p> | <p>Description: Efforts to convert data into machine-readable formats suitable for Gen AI are developing.</p> <p>Evidence: Progress has been made in data format conversion, but not all data is yet compatible with Gen AI.</p> <p>Recommendations: Expand and systematize the process of ensuring data compatibility with Gen AI.</p> | <p>Description: There is a comprehensive approach to ensuring all data is in a machine-readable format compatible with Gen AI.</p> <p>Evidence: Data formats are uniformly suitable for Gen AI, facilitating efficient use.</p> <p>Recommendations: Continuously adapt data formats to align with evolving Gen AI technologies and standards.</p> |
| <p>3.2.4 Data Standardization Practices: Implementing standardized data formats and practices to ensure consistency and reliability across different systems.</p> | <p>Description: The use of standardized data formats and practices is basic or inconsistent.</p> <p>Evidence: Lack of standardization leads to data inconsistencies and challenges in system integration.</p> <p>Recommendations: Start implementing basic standardized data formats and practices.</p> | <p>Description: Progress is being made in adopting standardized data formats and practices, but not fully integrated.</p> <p>Evidence: Data consistency has improved, but some systems still lack standardization.</p> <p>Recommendations: Strengthen the adoption of standardized data formats and practices across all systems.</p> | <p>Description: Standardized data formats and practices are advanced and consistently used across all systems.</p> <p>Evidence: There is a high level of data consistency and system interoperability due to standardization.</p> <p>Recommendations: Regularly review and update data standardization practices to maintain system compatibility and data reliability.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|---|
| <p>3.2.5 Data Integrity Programs: Establishing programs to ensure ongoing data integrity, including regular audits and validation processes.</p> | <p>Description: Programs to maintain data integrity have been initially established, with infrequent audits and validation.</p> <p>Evidence: Data integrity is not consistently ensured, leading to potential inaccuracies.</p> <p>Recommendations: Develop basic data integrity programs, including regular audits and validation processes.</p> | <p>Description: Enhancing data integrity programs are developing, but not yet fully systematic or comprehensive.</p> <p>Evidence: Data integrity is improving, but regular audits and validations are not fully implemented.</p> <p>Recommendations: Strengthen and standardize data integrity programs to ensure consistent and reliable data.</p> | <p>Description: Comprehensive data integrity programs are in place, with systematic audits and validation.</p> <p>Evidence: High levels of data integrity are maintained through regular and thorough audits and validation.</p> <p>Recommendations: Continuously review and adapt data integrity programs to align with evolving data needs and technologies.</p> |

3 Data Readiness Domain

3.3 Data Privacy

Data Privacy involves vetting vendors for compliance, updating privacy policies, and ensuring third-party adherence to contractual obligations.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>3.3.1 Privacy Vetting and Vendor Compliance: Assessing vendors for their data privacy practices.</p> | <p>Description: Vendors have been assessed at a basic level for data privacy practices, with limited vetting processes.</p> <p>Evidence: Vendors are vetted inconsistently, leading to potential privacy risks.</p> <p>Recommendations: Develop initial vetting procedures to assess vendors' data privacy practices.</p> | <p>Description: More structured vendor vetting processes for data privacy are developing, but not comprehensive.</p> <p>Evidence: The vetting of vendors is improving, but some gaps in data privacy compliance remain.</p> <p>Recommendations: Enhance vendor vetting procedures to ensure a comprehensive assessment of data privacy practices.</p> | <p>Description: There is a comprehensive and systematic vetting of vendors for data privacy compliance.</p> <p>Evidence: Consistent and thorough vetting ensures high standards of vendor data privacy practices.</p> <p>Recommendations: Continuously review and update vendor vetting processes to align with evolving privacy standards and regulations.</p> |
| <p>3.3.2 Policy Updates and Training Compliance: Updating privacy policies and ensuring staff training.</p> | <p>Description: There are infrequent updates to privacy policies and minimal staff training on compliance.</p> <p>Evidence: Staff are not fully aware or trained on updated privacy policies.</p> <p>Recommendations: Initiate regular updates to privacy policies and implement basic training programs for staff.</p> | <p>Description: Progress in updating privacy policies and staff training is developing, but not yet fully systematic.</p> <p>Evidence: Focus on privacy policy updates and training is increasing, but inconsistencies in staff knowledge and compliance persist.</p> <p>Recommendations: Strengthen the frequency and depth of privacy policy updates and staff training programs.</p> | <p>Description: There are regular and systematic updates to privacy policies and comprehensive staff training.</p> <p>Evidence: Staff are well-informed and trained on the latest privacy policies, ensuring high compliance levels.</p> <p>Recommendations: Maintain and regularly update training programs to keep staff aligned with current privacy policies and practices.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|---|
| <p>3.3.3 Third-Party Auditing and Contractual Rights: Conducting audits and enforcing data privacy in contracts.</p> | <p>Description: There is an initial implementation of third-party audits and contractual rights for data privacy, but processes are not fully developed.</p> <p>Evidence: Enforcement of data privacy in third-party contracts is inadequate, and auditing is limited.</p> <p>Recommendations: Establish basic procedures for third-party auditing and ensure data privacy is included in contracts.</p> | <p>Description: Processes are developing for third-party auditing and reinforcing contractual rights for data privacy.</p> <p>Evidence: Some improvements have been made in contract enforcement and auditing, but not consistently applied.</p> <p>Recommendations: Enhance and standardize third-party auditing processes and contractual privacy provisions.</p> | <p>Description: There is comprehensive and systematic third-party auditing and contractual enforcement for data privacy.</p> <p>Evidence: Consistent and effective enforcement of data privacy exists in all third-party contracts and regular audits.</p> <p>Recommendations: Continuously review and update auditing and contractual practices to maintain high standards of data privacy.</p> |
| <p>3.3.4 Privacy by Design Principles: Integrating privacy by design principles in all Gen AI-related initiatives.</p> | <p>Description: There is an awareness of privacy by design principles, but limited integration into Gen AI initiatives.</p> <p>Evidence: Privacy considerations are not systematically incorporated into Gen AI-related projects.</p> <p>Recommendations: Start integrating privacy by design principles in the early stages of Gen AI-related initiatives.</p> | <p>Description: Progress in integrating privacy by design principles is developing, but not yet fully embedded in all Gen AI initiatives.</p> <p>Evidence: The use of privacy by design is increasing, but the approach is not yet uniform across all projects.</p> <p>Recommendations: Expand the application of privacy by design principles to cover all aspects of Gen AI initiatives.</p> | <p>Description: Privacy by design principles are fully integrated and standard in all Gen AI-related initiatives.</p> <p>Evidence: Privacy is a foundational aspect in the development and execution of all Gen AI projects.</p> <p>Recommendations: Regularly update and adapt privacy by design strategies to keep pace with evolving Gen AI technologies and privacy challenges.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|---|
| <p>3.3.5 Privacy Impact Assessments: Regularly conducting privacy impact assessments to evaluate the privacy implications of new technologies or policies.</p> | <p>Description: Initial attempts to conduct privacy impact assessments exist, but these are infrequent and not comprehensive.</p> <p>Evidence: A lack of thorough assessment leads to potential privacy risks in new technologies or policies.</p> <p>Recommendations: Start implementing regular and basic privacy impact assessments for new technologies and policies.</p> | <p>Description: A more structured approach to privacy impact assessments is developing, but not yet fully integrated into all new initiatives.</p> <p>Evidence: Some privacy assessments have been conducted, but coverage and depth are not sufficient.</p> <p>Recommendations: Enhance the scope and frequency of privacy impact assessments to cover all new technologies and policies.</p> | <p>Description: Comprehensive and regular privacy impact assessments are integrated into all new technology and policy implementations.</p> <p>Evidence: Privacy risks are effectively identified and mitigated in all new initiatives.</p> <p>Recommendations: Continuously adapt and refine privacy impact assessment processes to align with emerging technologies and evolving privacy concerns.</p> |

4. Technical Readiness

The Technical Readiness domain ensures that the district's technological infrastructure and practices are primed for the effective and secure implementation of Gen AI. This domain encompasses aspects such as identity and access management, system monitoring, technical controls, and content moderation, focusing on establishing robust policies and systems to support the responsible and efficient use of Gen AI technologies in the educational sector. It emphasizes the need for rigorous policy development, system oversight, technical safeguard implementation, and the management of digital content to facilitate a secure and effective deployment of Gen AI tools.

The Maturity Rubric for this domain includes:

- 4.1 Identity and Access Management
- 4.2 Tracking & Monitoring
- 4.3 Technical Controls
- 4.4 Hallucinations and Inappropriate Content

4 Technical Readiness Domain

4.1 Identity and Access Management

Identity and Access Management focuses on ensuring secure and role-appropriate access to data in the context of Gen AI usage.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|---|
| <p>4.1.1 Role-Based Data Access Controls: Implementing access controls based on user roles.</p> | <p>Description: There is a basic implementation of role-based access controls, with limited coverage and structure.</p> <p>Evidence: Access control is inconsistent, leading to potential security risks and data breaches.</p> <p>Recommendations: Develop initial role-based access control systems to improve security and compliance.</p> | <p>Description: Role-based access controls are improving, but not yet fully comprehensive or integrated.</p> <p>Evidence: Access control has been improved, but gaps in role definition and enforcement remain.</p> <p>Recommendations: Standardize and expand role-based access controls to cover all critical systems and data.</p> | <p>Description: Comprehensive and well-structured role-based access control systems are in place.</p> <p>Evidence: Role-based access controls are effectively managing user access and enhancing security and compliance.</p> <p>Recommendations: Continuously review and update access control systems to adapt to changing roles and security needs.</p> |
| <p>4.1.2 Integration with Authentication Systems: Ensuring Gen AI tools work with existing authentication systems.</p> | <p>Description: There is minimal integration of Gen AI tools with existing authentication systems.</p> <p>Evidence: Gen AI tools are not fully secure or aligned with current authentication protocols.</p> <p>Recommendations: Start aligning Gen AI tool integration with existing authentication systems.</p> | <p>Description: A better integration of Gen AI tools with authentication systems is developing, but integration is partial.</p> <p>Evidence: Some progress has been made in aligning Gen AI tools with authentication protocols, but inconsistencies remain.</p> <p>Recommendations: Strengthen integration efforts to ensure full compatibility of Gen AI tools with authentication systems.</p> | <p>Description: A full and seamless integration of Gen AI tools with existing authentication systems is in place.</p> <p>Evidence: Gen AI tools are consistently secure and aligned with authentication protocols.</p> <p>Recommendations: Maintain and continuously enhance the integration of Gen AI tools with authentication systems.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|--|
| <p>4.1.3 Continuous Access Evaluation: Implementing processes for ongoing evaluation and adjustment of access controls in response to changes in user roles and system updates.</p> | <p>Description: Initial efforts to evaluate and adjust access controls exist, but processes are ad-hoc and reactive.</p> <p>Evidence: Access controls are not consistently evaluated or updated, leading to security gaps.</p> <p>Recommendations: Develop a basic framework for ongoing evaluation and adjustment of access controls.</p> | <p>Description: Structured processes for continuous access evaluation are developing, but not yet fully systematic.</p> <p>Evidence: Some improvements in access control evaluation exist, but comprehensive and proactive adjustment is lacking.</p> <p>Recommendations: Enhance and systematize continuous access evaluation processes to respond to user and system changes.</p> | <p>Description: Comprehensive and proactive processes for continuous access evaluation and adjustment exist.</p> <p>Evidence: Access controls are regularly evaluated and adjusted, ensuring ongoing security and relevance.</p> <p>Recommendations: Continuously review and refine access evaluation processes to adapt to evolving user roles and system updates.</p> |
| <p>4.1.4 Integration with Emerging Technologies: Ensuring that access management systems are adaptable to integrate with future technological advancements.</p> | <p>Description: There is limited consideration of the integration of access management systems with emerging technologies.</p> <p>Evidence: Access management systems are not fully prepared for future technological changes.</p> <p>Recommendations: Start planning for the adaptability of access management systems to new technologies.</p> | <p>Description: Progress has been made in planning for the integration of access management systems with emerging technologies.</p> <p>Evidence: There are increased efforts to align access management with new technologies, but integration is not comprehensive.</p> <p>Recommendations: Strengthen strategies to ensure access management systems are adaptable to future technological advancements.</p> | <p>Description: There is advanced integration of access management systems with emerging technologies.</p> <p>Evidence: Access management systems are fully adaptable and aligned with current and future technologies.</p> <p>Recommendations: Maintain and continuously update integration strategies to stay ahead of technological trends.</p> |

4 Technical Readiness Domain

4.2 Tracking & Monitoring

Tracking & Monitoring involves overseeing Gen AI systems' use and ensuring compliance with district policies

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|--|
| <p>4.2.1 Gen AI System Tracking and Usage Monitoring: Monitoring the use of Gen AI systems.</p> | <p>Description: There is basic monitoring of Gen AI system usage, with limited tracking mechanisms.</p> <p>Evidence: Inadequate tracking leads to insufficient oversight of Gen AI system usage.</p> <p>Recommendations: Develop initial systems for tracking and monitoring Gen AI usage.</p> | <p>Description: More structured tracking and monitoring of Gen AI system usage is developing.</p> <p>Evidence: Tracking is improved, but comprehensive monitoring of all Gen AI systems is lacking.</p> <p>Recommendations: Enhance tracking systems to cover all Gen AI usage and ensure effective monitoring.</p> | <p>Description: Comprehensive and systematic tracking and monitoring of all Gen AI system usage is in place.</p> <p>Evidence: There is effective oversight of Gen AI usage with robust monitoring systems.</p> <p>Recommendations: Continuously adapt and update tracking systems to align with changing Gen AI technologies and usage patterns.</p> |
| <p>4.2.2 Non-Compliance Identification and Prevention: Identifying and preventing policy breaches.</p> | <p>Description: There are minimal efforts to identify and prevent policy breaches related to Gen AI.</p> <p>Evidence: Potential policy violations are not effectively detected or prevented.</p> <p>Recommendations: Establish basic protocols for identifying and preventing non-compliance.</p> | <p>Description: Efforts to identify and prevent non-compliance are increasing, but processes are not fully systematic.</p> <p>Evidence: Some measures are in place for policy enforcement, but consistency in identification and prevention is needed.</p> <p>Recommendations: Standardize and strengthen non-compliance identification and prevention strategies.</p> | <p>Description: Processes for identifying and preventing policy breaches related to Gen AI are advanced.</p> <p>Evidence: Identification and prevention of non-compliance with policies are efficient and consistent.</p> <p>Recommendations: Regularly review and refine strategies to stay ahead of potential policy violations and emerging risks.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|---|
| <p>4.2.3 Automated Compliance Monitoring: Developing systems for automated monitoring of Gen AI tool usage to ensure compliance with district policies.</p> | <p>Description: There is an initial setup of automated monitoring systems for Gen AI tool compliance, but lacking in depth and scope.</p> <p>Evidence: Automated oversight of Gen AI tool usage in compliance with policies is inadequate.</p> <p>Recommendations: Develop fundamental automated monitoring systems for policy compliance in Gen AI tool usage.</p> | <p>Description: Automated compliance monitoring is improving, but is not yet fully integrated or comprehensive.</p> <p>Evidence: Some improvements are made in automated monitoring, but coverage and accuracy need enhancement.</p> <p>Recommendations: Expand and refine automated compliance monitoring systems for more effective oversight.</p> | <p>Description: Comprehensive and integrated automated compliance monitoring systems are in place for Gen AI tools.</p> <p>Evidence: Effective and consistent monitoring ensures compliance with district policies.</p> <p>Recommendations: Continuously review and enhance automated systems to adapt to evolving Gen AI technologies and policy changes.</p> |
| <p>4.2.4 Usage Analytics: Implementing analytics tools to provide insights into the effectiveness and efficiency of Gen AI tools.</p> | <p>Description: A basic use of analytics tools for evaluating Gen AI tools exists, with limited insights.</p> <p>Evidence: Data analysis is insufficient to gauge the effectiveness of Gen AI tools.</p> <p>Recommendations: Start implementing basic analytics tools to gather insights on Gen AI tool usage.</p> | <p>Description: The use of analytics for deeper insights into Gen AI tool usage is developing, but not yet extensive.</p> <p>Evidence: A better understanding of Gen AI tool effectiveness is growing, but analytics are not fully exploited.</p> <p>Recommendations: Strengthen the implementation of analytics tools to provide more comprehensive insights.</p> | <p>Description: Advanced analytics provide detailed insights into the efficiency and effectiveness of Gen AI tools.</p> <p>Evidence: Comprehensive analysis offers actionable insights for optimizing Gen AI tool usage.</p> <p>Recommendations: Regularly update analytics tools and methodologies to capture evolving trends and usage patterns.</p> |

4 Technical Readiness Domain

4.3 Technical Controls

Technical Controls entails evaluating necessary infrastructure and ensuring appropriate technical safeguards are in place for Gen AI.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|---|
| <p>4.3.1 Ancillary Architecture Evaluation: Assessing additional infrastructure needs for Gen AI.</p> | <p>Description: An initial assessment of infrastructure needs for Gen AI has been made, but lacks depth and comprehensiveness. Evidence: There is insufficient evaluation of ancillary architecture, potentially leading to inadequate infrastructure for Gen AI. Recommendations: Develop basic procedures for assessing additional infrastructure needs for Gen AI.</p> | <p>Description: A more structured assessment of infrastructure needs is developing, but not yet fully integrated with Gen AI requirements. Evidence: Evaluation of ancillary architecture is improved, but some infrastructure gaps remain. Recommendations: Enhance infrastructure assessment processes to fully support Gen AI initiatives.</p> | <p>Description: There is a comprehensive and integrated assessment of all infrastructure needs for effective Gen AI deployment. Evidence: Ancillary architecture fully supports Gen AI requirements, ensuring robust and efficient operation. Recommendations: Continuously review and adapt infrastructure assessment to align with evolving Gen AI technologies and needs.</p> |
| <p>4.3.2 Technical Control Implementation and Review: Implementing and reviewing technical controls.</p> | <p>Description: Technical controls for Gen AI are implemented at a basic level, with limited review processes. Evidence: Technical controls are not fully effective or regularly reviewed, leading to potential security risks. Recommendations: Start establishing and reviewing technical controls to enhance Gen AI security and functionality.</p> | <p>Description: The implementation and review of technical controls are being improved, but not yet comprehensive. Evidence: Some improvements in technical safeguards exist, but consistent review and updating are needed. Recommendations: Strengthen and regularly review technical controls to ensure ongoing effectiveness and alignment with Gen AI developments.</p> | <p>Description: There is advanced implementation and regular review of technical controls for Gen AI. Evidence: Technical controls are effectively safeguarding Gen AI systems, with ongoing monitoring and updating. Recommendations: Maintain and continuously refine technical control processes to stay ahead of security and functional requirements.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|--|--|
| <p>4.3.3 Interoperability Assessment: Conducting assessments to ensure that new Gen AI tools are compatible with existing district systems and infrastructure.</p> | <p>Description: Initial assessments of interoperability between new Gen AI tools and existing systems are basic and sporadic.</p> <p>Evidence: Potential compatibility issues with integrating Gen AI tools into the current infrastructure exist.</p> <p>Recommendations: Develop a fundamental process for assessing the interoperability of Gen AI tools with existing systems.</p> | <p>Description: More structured processes for assessing interoperability are developing, but not comprehensive.</p> <p>Evidence: Some progress exists in ensuring compatibility, but gaps in interoperability assessments exist.</p> <p>Recommendations: Enhance the scope and thoroughness of interoperability assessments to ensure seamless integration.</p> | <p>Description: There is a comprehensive and systematic assessment of interoperability for all new Gen AI tools.</p> <p>Evidence: Gen AI tools are effectively integrated with existing systems, ensuring full compatibility.</p> <p>Recommendations: Continuously update and refine interoperability assessments to align with evolving technologies and system changes.</p> |
| <p>4.3.4 Sustainability and Environmental Impact: Including considerations for the environmental impact of Gen AI tools, focusing on sustainability.</p> | <p>Description: There is minimal consideration of the environmental impact of Gen AI tools, with limited focus on sustainability.</p> <p>Evidence: The sustainability and environmental impact of Gen AI tools are not adequately addressed.</p> <p>Recommendations: Initiate basic strategies to evaluate and minimize the environmental impact of Gen AI technologies.</p> | <p>Description: A focus on sustainability and environmental impact is increasing, but practices are not fully integrated.</p> <p>Evidence: Awareness of sustainability is growing, but consistent application across Gen AI tools is lacking.</p> <p>Recommendations: Strengthen sustainability strategies to cover all aspects of Gen AI tool deployment.</p> | <p>Description: There is an advanced and integrated consideration of sustainability and environmental impact in all Gen AI tool deployments.</p> <p>Evidence: Sustainability is a core aspect of Gen AI tool selection and usage, minimizing environmental impact.</p> <p>Recommendations: Regularly reassess and adapt sustainability strategies to align with current and future environmental standards.</p> |

4 Technical Readiness Domain

4.4 Hallucinations of Inappropriate Content

This subdomain addresses the challenge of managing inappropriate content generated by Gen AI, ensuring proper moderation and oversight.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|--|
| <p>4.4.1 Content Moderation and Human Oversight: Establishing systems for content review and moderation.</p> | <p>Description: There is an initial establishment of content moderation systems, with limited human oversight.</p> <p>Evidence: Content moderation is inadequate, leading to potential exposure to inappropriate content.</p> <p>Recommendations: Develop basic content moderation systems with some level of human oversight.</p> | <p>Description: More structured content moderation processes are developing, but not yet fully comprehensive.</p> <p>Evidence: Content moderation is improved, but gaps in human oversight exist.</p> <p>Recommendations: Enhance content moderation systems and ensure consistent human oversight across all platforms.</p> | <p>Description: Comprehensive and systematic content moderation systems are in place with robust human oversight.</p> <p>Evidence: There is effective management of inappropriate content with consistent human review and moderation.</p> <p>Recommendations: Continuously review and update content moderation systems to adapt to new challenges and technologies.</p> |
| <p>4.4.2 Vendor Moderation Guardrails: Requiring vendors to implement content moderation features.</p> | <p>Description: There are minimal requirements for vendors to implement content moderation features in their tools.</p> <p>Evidence: Vendors' tools lack sufficient content moderation, risking exposure to inappropriate content.</p> <p>Recommendations: Initiate basic requirements for vendors to include content moderation features.</p> | <p>Description: There are increasing requirements for vendor-implemented content moderation, but not uniformly enforced.</p> <p>Evidence: Some vendors have improved content moderation, but consistency across tools is lacking.</p> <p>Recommendations: Strengthen vendor requirements for content moderation and ensure uniform enforcement.</p> | <p>Description: Advanced and consistent requirements are in place for vendors to implement robust content moderation features.</p> <p>Evidence: Vendors' tools uniformly include effective content moderation, minimizing exposure to inappropriate content.</p> <p>Recommendations: Regularly reassess vendor requirements for content moderation to align with evolving standards and technologies.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|--|--|
| <p>4.4.3 Feedback and Reporting Mechanisms: Establishing clear mechanisms for staff and students to report inappropriate content or hallucinations.</p> | <p>Description: Basic systems are in place for reporting inappropriate content, but these are not widely known or used.</p> <p>Evidence: There is limited awareness and use of feedback and reporting mechanisms among staff and students.</p> <p>Recommendations: Develop and promote initial mechanisms for reporting inappropriate content or hallucinations.</p> | <p>Description: More structured feedback and reporting systems are developing, but not yet fully effective.</p> <p>Evidence: Reporting mechanisms are improved, but comprehensive and proactive feedback collection is lacking.</p> <p>Recommendations: Enhance feedback and reporting systems to encourage more active use and responsiveness.</p> | <p>Description: Comprehensive and well-utilized feedback and reporting mechanisms are in place for inappropriate content.</p> <p>Evidence: There is effective feedback collection and response, ensuring swift action on reported content issues.</p> <p>Recommendations: Continuously adapt feedback and reporting systems to changing needs and technologies.</p> |
| <p>4.4.4 Community Engagement: Involving the broader school community in understanding and addressing the challenges of content moderation in Gen AI tools.</p> | <p>Description: There is minimal engagement with the school community on content moderation challenges in Gen AI.</p> <p>Evidence: The community lacks awareness and involvement in addressing content moderation issues.</p> <p>Recommendations: Start involving the school community in discussions and initiatives related to content moderation.</p> | <p>Description: Efforts to engage the community in content moderation discussions are increasing but with limited engagement.</p> <p>Evidence: Some community involvement exists, but broader engagement and understanding are needed.</p> <p>Recommendations: Expand community engagement initiatives to cover a wider range of stakeholders and topics.</p> | <p>Description: There is strong and continuous engagement with the school community on content moderation in Gen AI.</p> <p>Evidence: There is a high level of community involvement and understanding of content moderation challenges.</p> <p>Recommendations: Maintain and deepen community engagement efforts to foster a collaborative approach to content moderation.</p> |

5. Security Readiness

The Security Readiness domain is dedicated to establishing and maintaining robust security measures and practices in the context of Gen AI usage within a school district. This domain encompasses developing comprehensive cybersecurity frameworks, specific security protections tailored for Gen AI applications, and thorough cybersecurity training programs. It emphasizes the importance of having designated individuals responsible for cybersecurity, ensuring that security frameworks are comprehensive and include Gen AI-specific considerations, and providing role-based cybersecurity education. The focus is on creating a secure environment for Gen AI technologies, ensuring that all stakeholders are well-prepared to handle potential security challenges and threats in an educational setting.

The Maturity Rubric for this domain includes:

- 5.1 Security Safeguards
- 5.2 Cybersecurity Training

5. Security Readiness Domain

5.1 Security Safeguards

Security Safeguards focus on establishing robust cybersecurity frameworks and specific protections for Gen AI applications.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|---|
| <p>5.1.1 Cybersecurity Leadership and Framework – Designating leadership and frameworks for cybersecurity.</p> | <p>Description: There is an initial establishment of cybersecurity leadership roles, with basic frameworks in place. Evidence: Cybersecurity leadership and frameworks are underdeveloped, leading to potential security gaps. Recommendations: Develop fundamental cybersecurity leadership roles and establish basic frameworks.</p> | <p>Description: More structured cybersecurity frameworks are developing, but not fully comprehensive. Evidence: Improved cybersecurity governance exists, but gaps in framework effectiveness remain. Recommendations: Enhance cybersecurity frameworks and ensure they are comprehensive and regularly reviewed.</p> | <p>Description: Comprehensive and well-established cybersecurity leadership and frameworks exist. Evidence: Cybersecurity is effectively governed and managed, ensuring robust protection. Recommendations: Continuously review and adapt cybersecurity frameworks to evolving threats and technologies.</p> |
| <p>5.1.2 Gen AI-Specific Security Protections – Implementing specific security measures for Gen AI usage.</p> | <p>Description: Minimal implementation of specific security measures for Gen AI exists, with limited scope. Evidence: There are insufficient security protections for Gen AI applications, leading to vulnerabilities. Recommendations: Initiate the development of specific security measures tailored for Gen AI usage.</p> | <p>Description: There is an increasing focus on Gen AI-specific security measures, but implementation is partial. Evidence: Some progress in Gen AI security has been made, but consistent and comprehensive protections are needed. Recommendations: Strengthen the implementation of Gen AI-specific security measures to ensure thorough coverage.</p> | <p>Description: Advanced and fully implemented Gen AI-specific security measures are in place. Evidence: Gen AI applications are securely protected against a wide range of threats. Recommendations: Regularly update and refine Gen AI-specific security measures to stay ahead of emerging security challenges.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|--|---|
| <p>5.1.3 Incident Response Planning – Developing and regularly updating an incident response plan that includes protocols for Gen AI-related security incidents.</p> | <p>Description: A basic incident response plan is in place, but lacks specific protocols for Gen AI-related incidents.</p> <p>Evidence: There is inadequate preparedness for Gen AI-related security incidents, leading to potential risks.</p> <p>Recommendations: Develop initial incident response protocols specifically for Gen AI-related scenarios.</p> | <p>Description: More structured incident response plans are developing, including some Gen AI-specific protocols.</p> <p>Evidence: Some improvements in response readiness for Gen AI incidents have been made, but are not fully comprehensive.</p> <p>Recommendations: Enhance incident response planning to cover all potential Gen AI-related security scenarios.</p> | <p>Description: A comprehensive and regularly updated incident response plan is in place, fully encompassing Gen AI scenarios.</p> <p>Evidence: There is effective preparedness and rapid response capability for any Gen AI-related security incidents.</p> <p>Recommendations: Continuously review and adapt the incident response plan to evolving Gen AI technologies and threats.</p> |
| <p>5.1.4 Regular Security Audits – Implementing a schedule for regular security audits to assess the effectiveness of existing safeguards and identify areas for improvement</p> | <p>Description: There are infrequent security audits, with limited focus on Gen AI systems and safeguards.</p> <p>Evidence: Security audits are not effectively assessing the robustness of Gen AI safeguards.</p> <p>Recommendations: Initiate a regular schedule for security audits that includes a specific focus on Gen AI systems.</p> | <p>Description: There is an increasing frequency and scope of security audits, but not yet fully encompassing Gen AI systems.</p> <p>Evidence: Assessment of security measures is better, but comprehensive audits of Gen AI systems are lacking.</p> <p>Recommendations: Expand the scope and depth of security audits to thoroughly assess Gen AI systems and safeguards.</p> | <p>Description: Regular and comprehensive security audits are being made, fully integrating the assessment of Gen AI systems and safeguards.</p> <p>Evidence: A thorough and effective evaluation of all security measures is being made, ensuring robust protection of Gen AI systems.</p> <p>Recommendations: Maintain a consistent schedule for comprehensive security audits and adapt as needed to new security challenges.</p> |

5. Security Readiness Domain

5.2 Cybersecurity Training

Cybersecurity Training emphasizes role-based education and the development of comprehensive training programs for cybersecurity in the context of Gen AI.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>5.2.1 Role-Based Cybersecurity Education – Tailoring cybersecurity training to different roles.</p> | <p>Description: Basic cybersecurity training is in place, but not tailored to specific roles within the organization.</p> <p>Evidence: Lack of role-specific training leads to uneven cybersecurity knowledge and practices.</p> <p>Recommendations: Initiate the development of role-based cybersecurity education programs.</p> | <p>Description: More structured role-based cybersecurity training is developing, but not yet fully effective.</p> <p>Evidence: Role-specific training has improved, but gaps in coverage and depth remain.</p> <p>Recommendations: Enhance and standardize role-based cybersecurity training to cover all relevant roles.</p> | <p>Description: Comprehensive role-based cybersecurity education exists and is tailored to all organizational roles.</p> <p>Evidence: Consistent and effective cybersecurity knowledge and practices are evident across all roles.</p> <p>Recommendations: Continuously review and adapt role-based training to changing cybersecurity needs and technologies.</p> |
| <p>5.2.2 Training Program Development and Delivery – Developing and delivering comprehensive cybersecurity training programs.</p> | <p>Description: Initial efforts in developing cybersecurity training programs exist, but these are not comprehensive or regularly updated.</p> <p>Evidence: Training programs are not fully effective in covering all aspects of cybersecurity in the Gen AI context.</p> <p>Recommendations: Develop foundational cybersecurity training programs that are relevant to Gen AI usage.</p> | <p>Description: The development and delivery of cybersecurity training programs are improving, but not yet comprehensive.</p> <p>Evidence: Some progress in training program effectiveness exists, but consistent updating and coverage are needed.</p> <p>Recommendations: Strengthen the development and delivery of comprehensive cybersecurity training programs.</p> | <p>Description: Advanced and regularly updated cybersecurity training programs are in place, covering all aspects of cybersecurity in Gen AI.</p> <p>Evidence: Training programs are highly effective in enhancing cybersecurity awareness and skills.</p> <p>Recommendations: Maintain and continuously enhance the development and delivery of cybersecurity training programs.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|---|
| <p>5.2.3 Continuous Learning Framework – Establishing a continuous learning framework for cybersecurity, incorporating the latest trends and threats, including those related to Gen AI.</p> | <p>Description: Initial efforts to establish a continuous learning framework for cybersecurity exist, but are lacking in depth and Gen AI focus.</p> <p>Evidence: Cybersecurity training is not keeping pace with evolving trends and threats, especially in Gen AI.</p> <p>Recommendations: Develop a basic continuous learning framework that includes updates on Gen AI-related cybersecurity.</p> | <p>Description: A more structured continuous learning framework is being developed, but there is only partial integration of Gen AI trends.</p> <p>Evidence: Some progress exists in updating cybersecurity training, but comprehensive coverage of Gen AI threats is needed.</p> <p>Recommendations: Enhance the continuous learning framework to fully integrate Gen AI trends and threats.</p> | <p>Description: There is a comprehensive and regularly updated continuous learning framework, fully incorporating Gen AI cybersecurity trends.</p> <p>Evidence: There is an effective adaptation of cybersecurity training to current and emerging threats, including those related to Gen AI.</p> <p>Recommendations: Continuously adapt the learning framework to stay ahead of the latest cybersecurity trends and threats.</p> |
| <p>5.2.4 Community Awareness Programs – Developing programs to raise cybersecurity awareness among the broader school community, including parents and other stakeholders.</p> | <p>Description: Minimal programs are in place to raise cybersecurity awareness among the school community.</p> <p>Evidence: There is limited awareness of cybersecurity issues among parents, students, and other stakeholders.</p> <p>Recommendations: Initiate basic awareness programs to improve community understanding of cybersecurity.</p> | <p>Description: There are increasing efforts to develop community awareness programs, but not yet widespread or comprehensive.</p> <p>Evidence: There is a growing awareness among the community, but consistent and in-depth understanding is lacking.</p> <p>Recommendations: Expand and strengthen community awareness programs to cover a broader range of cybersecurity topics.</p> | <p>Description: Advanced and widespread community awareness programs exist, effectively raising cybersecurity awareness among all stakeholders.</p> <p>Evidence: There is a high level of community engagement and understanding of cybersecurity challenges.</p> <p>Recommendations: Maintain and continuously enhance community awareness programs to align with evolving cybersecurity landscapes.</p> |

6. Legal/Risk Readiness

Legal/Risk Readiness ensures the school district is prepared to manage the legal aspects and potential risks associated with the implementation and usage of Gen AI, encompassing legal remediation, risk management, and loss notification.

The Maturity Rubric for this domain includes:

- 6.1 Legal Remediation
- 6.2 Risk Management
- 6.3 Loss Notification

6. Legal/Risk Readiness Domain

6.1 Legal Remediation

Legal Remediation focuses on ensuring that Gen AI usage complies with contractual terms, addressing policy violations effectively, and educating on copyright laws and fair use

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>6.1.1 Contractual Compliance with Gen AI Usage – Ensuring Gen AI use adheres to contractual agreements.</p> | <p>Description: Basic processes are in place for ensuring Gen AI usage adheres to contractual terms, but these are not fully developed.</p> <p>Evidence: There are potential risks of non-compliance with contractual agreements related to Gen AI.</p> <p>Recommendations: Develop initial procedures and checks to ensure contractual compliance in Gen AI usage.</p> | <p>Description: More structured processes for contractual compliance in Gen AI usage are developing, but not comprehensive.</p> <p>Evidence: Compliance with contractual terms has improved, but gaps in enforcement and monitoring exist.</p> <p>Recommendations: Enhance mechanisms to ensure thorough contractual compliance for Gen AI usage.</p> | <p>Description: Comprehensive and systematic processes are in place for ensuring contractual compliance in Gen AI usage.</p> <p>Evidence: Contractual terms are managed effectively, minimizing risks of non-compliance.</p> <p>Recommendations: Continuously review and adapt processes to maintain contractual compliance as Gen AI technologies evolve.</p> |
| <p>6.1.2 Employee Policy Violation Consequences – Outlining and enforcing consequences for policy violations.</p> | <p>Description: There is minimal enforcement of consequences for employee policy violations related to Gen AI.</p> <p>Evidence: There is inconsistent application of consequences leading to potential policy breaches.</p> <p>Recommendations: Establish clear and enforceable consequences for Gen AI policy violations.</p> | <p>Description: Efforts to enforce consequences for policy violations are increasing, but not yet fully systematic.</p> <p>Evidence: There is some improvement in enforcing policies, but consistent application of consequences is needed.</p> <p>Recommendations: Strengthen the enforcement and communication of consequences for policy violations.</p> | <p>Description: Advanced and consistent enforcement of consequences is in place for employee policy violations related to Gen AI.</p> <p>Evidence: Policy breaches are deterred effectively, ensuring adherence to organizational standards.</p> <p>Recommendations: Regularly review and update policies and consequences to align with evolving Gen AI applications and legal requirements.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|---|--|
| <p>6.1.3 Remediation Plans for Policy Violations – Developing plans to address and remediate policy violations.</p> | <p>Description: Basic plans are in place for addressing policy violations, but not specifically tailored for Gen AI.</p> <p>Evidence: Remediation plans are general and lack specificity for Gen AI-related issues.</p> <p>Recommendations: Develop initial remediation plans that specifically address policy violations in the Gen AI context.</p> | <p>Description: More structured remediation plans for policy violations are developing, including some Gen AI-specific aspects.</p> <p>Evidence: Remediation efforts are improved, but not comprehensive for all Gen AI-related policy violations.</p> <p>Recommendations: Enhance remediation plans to cover a wider range of Gen AI policy violations and scenarios.</p> | <p>Description: Comprehensive and effective remediation plans are in place for all types of policy violations related to Gen AI.</p> <p>Evidence: Policy violations are handled and resolved efficiently, minimizing legal risks in Gen AI usage.</p> <p>Recommendations: Regularly update remediation plans to address evolving Gen AI technologies and associated legal issues.</p> |
| <p>6.1.4 Copyright Protection and Fair Use Education – Educating on copyright issues and fair use in the context of Gen AI.</p> | <p>Description: There is minimal education on copyright issues and fair use related to Gen AI.</p> <p>Evidence: There is a lack of awareness and understanding of copyright laws and fair use in the context of Gen AI.</p> <p>Recommendations: Initiate basic educational programs on copyright and fair use specifically for Gen AI usage.</p> | <p>Description: Focus on copyright education is increasing, but not yet fully encompassing Gen AI-specific issues.</p> <p>Evidence: There is some improvement in copyright awareness, but an in-depth understanding of fair use in Gen AI is lacking.</p> <p>Recommendations: Expand educational efforts to fully cover copyright and fair use in the context of Gen AI.</p> | <p>Description: There is an advanced and thorough education on copyright and fair use, specifically tailored for Gen AI contexts.</p> <p>Evidence: There is a high level of understanding and compliance with copyright laws and fair use among stakeholders.</p> <p>Recommendations: Continuously enhance copyright education to keep pace with evolving Gen AI applications and legal developments.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|---|
| <p>6.1.5 Continuous Legal Education – Ensuring regular training and updates for the legal team on emerging legal issues related to Gen AI.</p> | <p>Description: There are initial efforts to provide regular legal training on Gen AI issues, but not comprehensive.</p> <p>Evidence: The legal team's knowledge of emerging Gen AI legal issues is limited.</p> <p>Recommendations: Develop foundational training programs for the legal team on Gen AI-related legal developments.</p> | <p>Description: Developing structured legal education programs, but coverage of Gen AI issues is partial.</p> <p>Evidence: There is some improvement in the legal team's understanding of Gen AI issues, but not yet thorough.</p> <p>Recommendations: Enhance continuous legal education to cover all aspects of emerging Gen AI legal issues.</p> | <p>Description: Comprehensive and regular legal education on all aspects of Gen AI legal issues.</p> <p>Evidence: The legal team is well-informed and up-to-date with Gen AI legal developments.</p> <p>Recommendations: Continuously update legal education programs to stay aligned with the latest Gen AI legal trends and challenges.</p> |
| <p>6.1.6 Stakeholder Communication Strategies – Developing strategies for effective communication with stakeholders about legal policies and their implications.</p> | <p>Description: Basic communication strategies are in place, but not effectively conveying legal policies to stakeholders.</p> <p>Evidence: Stakeholders are not fully informed about legal policies and their implications in Gen AI usage.</p> <p>Recommendations: Initiate the development of strategies to improve communication about legal policies with stakeholders.</p> | <p>Description: Increasing efforts to develop effective communication strategies, but not yet comprehensive.</p> <p>Evidence: Better communication with stakeholders is evident, but consistent and clear messaging is needed.</p> <p>Recommendations: Strengthen communication strategies to effectively convey legal policies related to Gen AI to all stakeholders.</p> | <p>Description: Advanced and well-structured communication strategies effectively conveying legal policies to stakeholders.</p> <p>Evidence: Stakeholders have a clear understanding of legal policies and their implications in Gen AI usage.</p> <p>Recommendations: Regularly review and refine communication strategies to ensure clarity and effectiveness in conveying legal policies.</p> |

6. Legal/Risk Readiness Domain

6.2 Risk Management

Risk Management addresses the integration of Gen AI into audit processes, the management of data ownership, and ensuring adequate insurance coverage for Gen AI-related risks.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|---|
| <p>6.2.1 Gen AI Integration in Audit Processes – Incorporating Gen AI considerations into auditing practices.</p> | <p>Description: Initial steps to include Gen AI considerations in audit processes are in place, but lacking comprehensive integration.</p> <p>Evidence: Audit processes do not fully account for the unique aspects of Gen AI, leading to potential oversight gaps.</p> <p>Recommendations: Develop basic procedures to integrate Gen AI considerations into audit practices.</p> | <p>Description: More structured integration of Gen AI in audit processes is developing, but not yet fully systematic.</p> <p>Evidence: Some progress has been made in addressing Gen AI in audits, but comprehensive coverage is lacking.</p> <p>Recommendations: Enhance audit procedures to fully incorporate Gen AI considerations and risks.</p> | <p>Description: There is a comprehensive and systematic integration of Gen AI considerations in all audit processes.</p> <p>Evidence: Audits effectively account for Gen AI, ensuring thorough evaluation and risk management.</p> <p>Recommendations: Regularly update audit processes to adapt to evolving Gen AI technologies and associated risks.</p> |
| <p>6.2.2 Data Retention and Ownership Agreements – Managing agreements related to data retention and ownership</p> | <p>Description: Basic management of data retention and ownership agreements is in place, but not specifically addressing Gen AI implications.</p> <p>Evidence: There are potential risks in data management related to Gen AI due to inadequate agreements.</p> <p>Recommendations: Establish initial agreements and policies specifically for data retention and ownership in the Gen AI context.</p> | <p>Description: Management of data retention and ownership agreements are improving, but not yet fully encompassing Gen AI complexities.</p> <p>Evidence: There is better handling of data agreements, but consistent and thorough coverage of Gen AI issues is needed.</p> <p>Recommendations: Strengthen policies and agreements to cover all aspects of data retention and ownership specific to Gen AI.</p> | <p>Description: Advanced management of data retention and ownership agreements is evident, fully addressing Gen AI implications.</p> <p>Evidence: Data retention and ownership are effectively managed, minimizing risks associated with Gen AI data.</p> <p>Recommendations: Continuously review and adapt data agreements to align with changing Gen AI applications and legal requirements.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|--|
| <p>6.2.3 Insurance Coverage for Gen AI-Related Risks – Integrating data loss notification protocols into onboarding and ongoing training programs.</p> | <p>Description: There is an initial evaluation of insurance policies to cover Gen AI-related risks, but coverage is limited.</p> <p>Evidence: Inadequate insurance coverage is in place for the unique risks associated with Gen AI.</p> <p>Recommendations: Begin assessing and updating insurance policies to include specific coverage for Gen AI-related risks.</p> | <p>Description: More comprehensive insurance coverage is developing for Gen AI-related risks, but not fully adequate.</p> <p>Evidence: Some improvements in insurance coverage exist, but gaps in Gen AI risk coverage remain.</p> <p>Recommendations: Enhance insurance policies to fully cover all potential risks associated with Gen AI.</p> | <p>Description: Comprehensive insurance policies are in place, fully covering all risks associated with Gen AI usage.</p> <p>Evidence: Effective insurance coverage is in place for Gen AI, minimizing financial risks and liabilities.</p> <p>Recommendations: Regularly review and update insurance policies to stay aligned with evolving Gen AI technologies and associated risks.</p> |
| <p>6.2.4 Comprehensive Risk Assessment Framework – Developing a framework for continuous risk assessment that includes Gen AI-related risks.</p> | <p>Description: A basic framework is in place for risk assessment, but does not fully include Gen AI-related risks.</p> <p>Evidence: Risk assessment processes overlook some critical Gen AI-related risks.</p> <p>Recommendations: Develop an initial risk assessment framework that specifically incorporates Gen AI-related risks.</p> | <p>Description: The risk assessment framework has been enhanced to include Gen AI-related risks, but integration is partial.</p> <p>Evidence: Risk assessment is improved for Gen AI, but comprehensive and systematic analysis is lacking.</p> <p>Recommendations: Strengthen the risk assessment framework to ensure it fully encompasses all Gen AI-related risks.</p> | <p>Description: An advanced and integrated risk assessment framework exists, thoroughly including all Gen AI-related risks.</p> <p>Evidence: There is effective identification and management of all potential risks associated with Gen AI.</p> <p>Recommendations: Continuously adapt and update the risk assessment framework to reflect new Gen AI developments and emerging risks.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|---|
| <p>6.2.5 Insurance Policy Review – Regularly reviewing and updating insurance policies to cover risks associated with Gen AI usage.</p> | <p>Description: There is an infrequent and basic review of insurance policies for Gen AI coverage.</p> <p>Evidence: Insurance policies may not adequately cover the specific risks associated with Gen AI.</p> <p>Recommendations: Initiate a process for regular review of insurance policies to ensure adequate coverage for Gen AI-related risks.</p> | <p>Description: There is an increasing frequency of insurance policy reviews, but they do not fully address all Gen AI-related risks.</p> <p>Evidence: Some improvements in insurance coverage for Gen AI have been made, but a comprehensive review is needed to cover all risks.</p> <p>Recommendations: Enhance the frequency and depth of insurance policy reviews to fully address Gen AI risks.</p> | <p>Description: There are regular and comprehensive reviews of insurance policies to ensure full coverage of Gen AI-related risks.</p> <p>Evidence: Insurance policies are effectively updated to cover all aspects of risks associated with Gen AI.</p> <p>Recommendations: Maintain a consistent schedule for comprehensive insurance policy reviews to adapt to evolving Gen AI technologies and risks.</p> |

6. Legal/Risk Readiness Domain

6.3 Loss Notification

Loss Notification entails developing policies for notifying affected parties in case of data loss, monitoring compliance with these policies, and training staff for effective response.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|--|
| <p>6.3.1 Formal Data Loss Notification Policies – Establishing policies for notifying stakeholders in the event of data loss.</p> | <p>Description: Basic data loss notification policies are in place, but not comprehensive or well-communicated.</p> <p>Evidence: There is the potential for inadequate or delayed notification to stakeholders in the event of data loss.</p> <p>Recommendations: Develop initial policies for formal data loss notification, ensuring clarity and prompt action.</p> | <p>Description: More structured data loss notification policies are developed, but not yet fully effective.</p> <p>Evidence: Notification procedures are improved, but gaps in execution and communication remain.</p> <p>Recommendations: Enhance data loss notification policies to ensure timely and effective communication to all stakeholders.</p> | <p>Description: Comprehensive and well-structured data loss notification policies are in place, effectively communicated, and executed.</p> <p>Evidence: In case of data loss, stakeholders are efficiently and promptly notified, minimizing potential impacts.</p> <p>Recommendations: Regularly review and update data loss notification policies to align with evolving data management practices and technologies.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|--|
| <p>6.3.2 Compliance Monitoring and Training – Monitoring adherence to data loss notification policies and conducting related training</p> | <p>Description: There is minimal monitoring of compliance with data loss notification policies and limited training.</p> <p>Evidence: Adherence to notification policies is inconsistent, leading to potential gaps in response.</p> <p>Recommendations: Initiate processes for regular monitoring of policy compliance and basic training for relevant staff.</p> | <p>Description: There are increasing efforts to monitor compliance with data loss notification policies and provide related training, but not comprehensive.</p> <p>Evidence: There is some improvement in compliance monitoring, but consistent training and adherence are needed.</p> <p>Recommendations: Strengthen monitoring and training processes to ensure full compliance with data loss notification policies.</p> | <p>Description: There is regular and thorough monitoring of compliance with data loss notification policies, accompanied by comprehensive training.</p> <p>Evidence: There is a high level of compliance and staff preparedness for data loss notification, ensuring effective response.</p> <p>Recommendations: Maintain consistent monitoring and ongoing training to ensure adherence to data loss notification policies and preparedness for potential incidents.</p> |
| <p>6.3.3 Data Loss Notification Onboarding and Training – Integrating data loss notification protocols into onboarding and ongoing training programs.</p> | <p>Description: There is a basic integration of data loss notification protocols into onboarding, but lacking in ongoing training.</p> <p>Evidence: New staff are minimally aware of data loss notification procedures, leading to potential gaps in response.</p> <p>Recommendations: Begin incorporating data loss notification protocols into both onboarding and ongoing training programs.</p> | <p>Description: More structured integration of data loss notification training is developed, but not fully comprehensive.</p> <p>Evidence: There is some improvement in staff awareness, but consistent and thorough training is needed.</p> <p>Recommendations: Enhance the integration of data loss notification protocols into both onboarding and regular training.</p> | <p>Description: There is a comprehensive integration of data loss notification training into onboarding and ongoing programs.</p> <p>Evidence: There is a high level of staff awareness and preparedness for data loss notification, ensuring effective response.</p> <p>Recommendations: Regularly update training programs to reflect evolving data loss scenarios and notification procedures.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|--|
| <p>6.3.4 Automated Alert Systems – Implementing automated systems to detect and alert data loss incidents, especially those related to Gen AI.</p> | <p>Description: There is minimal use of automated systems to detect and alert data loss incidents, particularly those involving Gen AI.</p> <p>Evidence: There is a delayed or missed detection of data loss incidents, increasing the risk of unaddressed breaches.</p> <p>Recommendations: Initiate the development of automated alert systems for timely detection of data loss incidents.</p> | <p>Description: There is increasing implementation of automated alert systems, but not yet fully effective for Gen AI incidents.</p> <p>Evidence: There is better detection of data loss incidents, but comprehensive and reliable automated systems are lacking.</p> <p>Recommendations: Strengthen automated alert systems to ensure effective detection and notification of all data loss incidents.</p> | <p>Description: Advanced and highly effective automated alert systems are in place for all types of data loss incidents, including those related to Gen AI.</p> <p>Evidence: Rapid and accurate detection of data loss incidents, minimizing response time and potential damage.</p> <p>Recommendations: Continuously enhance and adapt automated systems to new technologies and emerging data loss risks.</p> |
| <p>6.3.5 Community Engagement – Developing protocols for involving the broader school community in understanding and responding to data loss incidents.</p> | <p>Description: There are initial efforts to involve the school community in data loss incident awareness and response, but lacking depth and reach.</p> <p>Evidence: There is limited engagement and awareness of data loss issues among the school community.</p> <p>Recommendations: Start developing protocols to involve the school community in understanding and responding to data loss incidents.</p> | <p>Description: More structured community engagement protocols are developing, but not yet fully effective.</p> <p>Evidence: Some improvement in community involvement and awareness is evident, but comprehensive engagement is needed.</p> <p>Recommendations: Enhance community engagement protocols to ensure broader and more effective involvement.</p> | <p>Description: Comprehensive and well-executed community engagement protocols are in place for data loss incidents.</p> <p>Evidence: A high level of community involvement and understanding in data loss response is evident.</p> <p>Recommendations: Continuously review and adapt community engagement strategies to remain effective and inclusive.</p> |

7. Academic AI Literacy Readiness

The Academic AI Literacy Readiness Domain focuses on equipping PK–12 school districts with the capabilities to effectively incorporate and utilize Gen AI in achieving academic objectives. This domain assesses the extent to which educators are prepared to integrate AI technologies into educational practices, ensuring that these tools contribute positively to the learning environment and enhance student outcomes. The goal is to develop a foundational understanding among educators (including administrative and support staff), enabling them to leverage AI tools in a way that aligns with and supports the district's academic goals. By fostering AI literacy, this domain aims to facilitate the thoughtful and informed application of AI resources across teaching and learning contexts, promoting innovative and effective educational strategies that respond to the evolving demands of 21st-century education.

The Maturity Rubric for this domain includes:

- 7.1 AI Curriculum Integration
- 7.2 Teacher Professional Development in AI
- 7.3 Ethical AI Use and Policy Development
- 7.4 Evaluating AI Impact
- 7.5 AI Accessibility and Equity
- 7.6 Operational Automation

7. Academic AI Literacy Readiness Domain

7.1 AI Curriculum Integration

The "AI Curriculum Integration" subdomain focuses on the systematic inclusion of AI concepts and tools within the educational curriculum across all subjects and grade levels. It aims to establish a foundational understanding of AI among students, ensuring that AI education is not treated as a standalone topic, but is interwoven throughout the educational experience. This subdomain emphasizes the development of curricula that not only introduce AI technologies and principles but also encourage their application across various disciplines, promoting interdisciplinary learning and problem-solving. The goal is to equip students with the necessary AI skills and knowledge that are increasingly relevant in the digital age, thereby enhancing their learning experiences and preparing them for future academic and career pursuits. This integration also includes continuous curriculum development to adapt and evolve with the rapid advancements in AI technology, ensuring that educational content remains current, relevant, and aligned with industry standards and ethical practices.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|--|
| <p>7.1.1 Foundation: Establishing a baseline understanding of AI across all grade levels to ensure all students are equipped with essential AI knowledge.</p> | <p>Description: Basic AI concepts are introduced in isolated courses or modules, primarily in technology-related subjects. Evidence: AI topics are mentioned in lessons but lack integration into broader teaching practices. Recommendations: Begin to formalize AI education through workshops or guest lectures to raise awareness among both students and teachers.</p> | <p>Description: Structured AI education is provided across multiple subjects, though integration into core subjects like math or science is still in progress. Evidence: AI concepts are taught in dedicated units or projects within courses, and some interdisciplinary linkage is evident. Recommendations: Develop a more systematic AI curriculum that connects with multiple disciplines and begins to align with state or national educational standards.</p> | <p>Description: Comprehensive AI literacy is embedded throughout the curriculum, enhancing various subject areas and grade levels. Evidence: AI education is fully integrated into the school's curriculum framework, with continuous updates and alignments with the latest technological advancements and ethical considerations. Recommendations: Continue to innovate and update AI curriculum content regularly; ensure ongoing teacher training to keep pace with technological developments.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|---|--|
| <p>7.1.2 Interdisciplinary Applications: Integrating AI learning into various subject areas, promoting creative problem-solving and application across the curriculum.</p> | <p>Description: There are initial attempts to apply AI in subject areas beyond computer science, usually through one-off projects or collaborations.</p> <p>Evidence: Occasional projects or lessons are available that involve AI applications in subjects like arts or social studies.</p> <p>Recommendations: Encourage teachers to collaborate across disciplines to design AI-inclusive projects, supported by professional development sessions.</p> | <p>Description: AI tools and concepts are regularly integrated into multiple subjects, supported by collaboration between departments.</p> <p>Evidence: AI is used to enhance subjects like literature, history, and science, with projects that involve AI tools for data analysis, creative writing, or historical simulations.</p> <p>Recommendations: Formalize interdisciplinary projects as part of the curriculum and provide resources and platforms for teachers to share successful practices.</p> | <p>Description: AI is a core element of interdisciplinary education, with robust collaborations across all subjects that enhance learning and creativity.</p> <p>Evidence: Established programs and consistent use of AI across disciplines demonstrate significant student engagement and enhanced learning outcomes.</p> <p>Recommendations: Continuously evaluate and refine interdisciplinary AI applications to ensure they remain cutting-edge and relevant, expanding into emerging areas like AI ethics and global impacts.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>7.1.3 Curriculum Development: Continuously updating and refining the educational curriculum to include the latest AI technologies and ethical considerations, ensuring relevance and comprehensiveness.</p> | <p>Description: Initial steps are taken to include AI topics in the curriculum, with some curriculum materials developed to introduce AI concepts.</p> <p>Evidence: A few AI-related curriculum resources exist, primarily in technology courses.</p> <p>Recommendations: Start developing a comprehensive curriculum development plan that includes AI literacy as a component across various grades and subjects.</p> | <p>Description: AI concepts are integrated into the curriculum development process, with ongoing efforts to update and expand AI education materials.</p> <p>Evidence: AI education materials are under continuous review and updated, involving stakeholders such as curriculum developers and subject matter experts.</p> <p>Recommendations: Enhance the curriculum development process to ensure it is dynamic and responsive to new AI developments and educational needs.</p> | <p>Description: AI is a fully integrated component of curriculum development, with strategic planning that anticipates future AI advancements and educational requirements.</p> <p>Evidence: The curriculum is frequently updated with the latest AI research and applications, and there is a proactive approach to incorporating future AI trends.</p> <p>Recommendations: Establish a regular review cycle for curriculum materials, engage with AI experts to foresee educational trends, and adapt the curriculum accordingly to maintain relevance and effectiveness.</p> |

7. Academic AI Literacy Readiness Domain

7.2 Teacher Professional Development in AI

The "Teacher/Admin Professional Development in AI" subdomain focuses on enhancing educators' and school-based administrators' skills and knowledge to effectively integrate AI into their teaching and administrative practices. This subdomain aims to provide comprehensive professional development opportunities that empower teachers and school-based administrators with the latest AI tools, techniques, and pedagogical strategies. It encompasses a range of training and professional development programs designed to elevate teachers' and administrators' proficiency in using AI, from basic introductions to advanced applications in classroom settings. Additionally, this subdomain prioritizes ensuring that educators have ongoing access to up-to-date AI resources, supporting them in staying current with technological advancements. Community building is also a key component, fostering a network of educators who share insights, experiences, and best practices in AI education. The ultimate goal is to cultivate a well-informed and collaborative educator community that leverages AI to enhance student learning and foster an innovative educational environment.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>7.2.1</p> <p>Training/Professional Development Programs: Providing educators with comprehensive, ongoing training in AI technologies and pedagogical strategies to enhance their ability to effectively integrate AI into their teaching.</p> | <p>Description: Basic AI training/professional development programs are introduced, focusing on raising awareness among educators about AI tools and their potential uses in the classroom.</p> <p>Evidence: Occasional workshops or seminars are offered, primarily introductory in nature.</p> <p>Recommendations: Develop a structured training/professional development calendar that includes AI training at regular intervals and encourage all educators to participate.</p> | <p>Description: Comprehensive AI training/ professional development programs are established, covering not only the use of AI tools but also pedagogical approaches to integrate AI into teaching.</p> <p>Evidence: There is increased participation in AI training sessions, with educators beginning to implement learned techniques in their teaching.</p> <p>Recommendations: Enhance training/professional programs to include advanced AI applications in education and assess the effectiveness of training through teacher feedback and student outcomes.</p> | <p>Description: AI training programs are deeply embedded in training/professional development for educators, continuously updated to include the latest AI advancements and pedagogical research.</p> <p>Evidence: There are high levels of proficiency in AI integration among educators, with visible improvements in teaching effectiveness and student engagement.</p> <p>Recommendations: Maintain a cycle of continuous improvement for training/professional development programs, including peer-led training sessions and opportunities for educators to attend external AI education conferences.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|---|--|
| <p>7.2.2 Resource Access: Ensuring that educators have continuous access to the latest AI resources and tools to support their professional development and classroom practices.</p> | <p>Description: Initial access to AI educational resources is provided, though these are limited and not fully integrated into educators' regular professional tools.</p> <p>Evidence: A basic set of AI tools and resources are available in some schools, but not widely distributed or integrated.</p> <p>Recommendations: Build partnerships with AI technology providers and educational content developers to expand the resources available to teachers.</p> | <p>Description: There is improved access to a wider range of AI resources, including specialized software and online platforms, which are integrated into the school's professional development resources.</p> <p>Evidence: Educators regularly use AI resources for lesson planning and professional development.</p> <p>Recommendations: Continue to expand the library of resources, ensuring that they are relevant and adapted to the diverse needs of educators across subjects.</p> | <p>Description: There is comprehensive access to a broad spectrum of high-quality AI resources that are fully integrated into the educational framework and professional development programs.</p> <p>Evidence: Resources are widely used and highly rated by educators; feedback mechanisms are in place to continuously assess and update the offerings.</p> <p>Recommendations: Keep evaluating and updating the available resources to stay ahead of technological advancements and educational needs; encourage sharing of best practices among educators.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|--|
| <p>7.2.3 Community Building: Fostering a collaborative network of educators who share insights, experiences, and best practices in AI education to promote collective learning and innovation.</p> | <p>Description: There are initial efforts to build a community of educators interested in AI, typically through informal groups or networks.</p> <p>Evidence: There are small, localized groups or online forums where educators share experiences and resources related to AI.</p> <p>Recommendations: Formalize these groups into a structured community with regular meetings and shared objectives.</p> | <p>Description: There is a growing professional community that supports the collaborative development and sharing of AI-based educational practices and resources.</p> <p>Evidence: There are regular community events and collaborative projects that enhance members' knowledge and application of AI in education.</p> <p>Recommendations: Develop leadership roles within the community, expand its reach to include more schools and districts, and introduce mentorship programs.</p> | <p>Description: There is a robust, well-organized professional community that plays a crucial role in ongoing AI education and innovation within the educational sector.</p> <p>Evidence: There is a large and active community with strong ties between educators, frequent knowledge exchange, joint projects, and significant influence on AI educational policies.</p> <p>Recommendations: Sustain the vitality of the community by continually attracting new members, offering advanced training, and influencing broader educational and technological policies.</p> |

7. Academic AI Literacy Readiness Domain

7.3 Ethical AI Use and Policy/Guidance Development

The "Ethical AI Use and Policy/Guidance Development" subdomain emphasizes the critical need to ensure that AI technologies are used responsibly and ethically within educational environments. This subdomain focuses on developing, implementing, and maintaining a robust framework of policies that govern the use of AI in schools, addressing key issues such as data privacy, bias in AI algorithms, transparency, and accountability. It also involves providing comprehensive ethical training for educators, administrative, and support staff to equip them with the knowledge and skills necessary to navigate the ethical complexities of AI. Moreover, this subdomain advocates for active stakeholder engagement, ensuring that the perspectives and concerns of all community members, including students, parents, teachers, and administrators, are considered in shaping AI policies. Through these initiatives, the goal is to create a culture of ethical AI use that upholds the values of fairness, inclusivity, and respect for individual rights, thereby enhancing trust and integrity in educational practices powered by AI.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|---|
| <p>7.3.1 Policy/Guidance Framework: Developing comprehensive policies to govern the ethical use of AI in educational settings, addressing issues like data privacy, bias, and transparency.</p> | <p>Description: There is an initial development of policies/guidance that address basic ethical considerations of AI use in education, focusing on privacy and data security. Evidence: Draft policies/guidance are in place, primarily reactive to immediate concerns with limited scope. Recommendations: Begin a systematic review of all AI interactions within the school system to develop comprehensive and proactive policies/guidance that cover all aspects of AI use.</p> | <p>Description: A more comprehensive policy/guidance framework is developed that includes guidelines on the ethical use of AI, addressing concerns such as bias, transparency, and accountability. Evidence: Policies/Guidance are being actively discussed and refined with input from a broad range of stakeholders, including teachers, administrators, and possibly students. Recommendations: Implement training sessions for all stakeholders to understand and adhere to these policies/guidance; regularly update the policies/guidance as AI technology and its applications in education evolve.</p> | <p>Description: An advanced, well-established policy/guidance framework is fully integrated into the school's operations, addressing all ethical aspects of AI use and supported by clear enforcement mechanisms. Evidence: Policies/Guidance are well understood and adhered to across the institution; regular audits show high compliance and understanding of ethical AI use. Recommendations: Continue to lead in ethical AI practices by regularly reviewing and revising policies/guidance to adapt to new AI developments and ethical considerations; engage in national or international discussions about ethical AI in education.</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|--|
| <p>7.3.2 Ethical Training: Providing in-depth training for educators and staff on the ethical implications of AI, enhancing their understanding of responsible AI use and decision-making.</p> | <p>Description: Basic ethical training is provided to educators and administrative staff, focusing on the most immediate and obvious ethical issues related to AI use. Evidence: Some occasional workshops or seminars introduce the concept of ethical AI. Recommendations: Develop a formal ethical training program that is required for all new and existing staff, focusing on practical scenarios they might face.</p> | <p>Description: More in-depth ethical training covers a wider range of issues, including bias in AI, the implications of AI decision-making, and the broader societal impacts. Evidence: Regular training sessions are part of professional development programs, with ongoing support and resources available. Recommendations: Incorporate ethical AI use cases into training sessions and provide opportunities for staff to discuss and explore real-life scenarios and their ethical implications.</p> | <p>Description: Comprehensive ethical training is an integral part of the professional development of all staff, continuously updated to include the latest research and case studies. Evidence: There is a high level of engagement in ethical discussions, with staff capable of independently navigating complex ethical issues in AI. Recommendations: Lead initiatives to develop sector-wide ethical guidelines and training materials; share best practices and learning resources across schools and districts.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|---|---|
| <p>7.3.3 Stakeholder Engagement: Engaging a broad spectrum of community stakeholders, including students, parents, and staff, in the development and refinement of AI policies to ensure diverse perspectives and needs are considered.</p> | <p>Description: There are initial efforts to engage stakeholders in discussions about ethical AI use, primarily through informal channels or ad-hoc meetings. Evidence: There is limited engagement with stakeholders, with some feedback collected through surveys or occasional meetings. Recommendations: Formalize stakeholder engagement processes by setting up regular forums and committees that include diverse groups, including students and parents.</p> | <p>Description: There is regular and structured engagement with stakeholders, including dedicated committees or groups that focus on ethical AI use and policy development. Evidence: There is active participation from a diverse range of stakeholders in shaping AI policies and practices, with regular input and feedback mechanisms in place. Recommendations: Enhance stakeholder engagement by using advanced tools for collaboration and feedback collection; ensure all voices are heard and considered in policy development.</p> | <p>Description: There is a deep, sustained engagement with stakeholders, who play a key role in continuously shaping and reviewing AI policies and practices. Evidence: Stakeholders are actively involved in policy creation and revision, with mechanisms in place to ensure their input is integral to decision-making processes. Recommendations: Continue to innovate in stakeholder engagement practices; set benchmarks for effective stakeholder involvement and share these practices within and beyond the educational sector.</p> |

7. Academic AI Literacy Readiness Domain

7.4 Evaluating AI Impact

The "Evaluating AI Impact" subdomain is dedicated to systematically assessing the outcomes and implications of AI applications within educational settings. This subdomain focuses on conducting rigorous effectiveness studies to measure how AI tools and practices influence educational processes, student learning, and operational efficiency. It emphasizes the importance of establishing robust feedback mechanisms that allow educators, students, and other stakeholders to provide ongoing input on their experiences with AI. This feedback is crucial for identifying strengths and areas for improvement. Furthermore, the subdomain is responsible for facilitating the adaptation and enhancement of AI initiatives based on data-driven insights and stakeholder feedback. The ultimate goal is to ensure that AI technologies are not only effective but also continuously refined to meet

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|---|
| <p>7.4.1 Effectiveness Studies: Conducting rigorous studies to assess the educational impact and effectiveness of AI tools, ensuring they meet learning objectives and improve educational outcomes.</p> | <p>Description: Initial assessments are conducted to determine the basic effectiveness of AI tools in enhancing teaching and learning. Evidence: Simple surveys or feedback forms are used to gather anecdotal evidence from teachers and students about their experiences with AI tools. Recommendations: Establish baseline data on AI tool usage and impact. Start developing more structured effectiveness studies involving quantitative and qualitative metrics.</p> | <p>Description: Systematic studies are conducted to measure the impact of AI on educational outcomes across various subjects and student demographics. Evidence: Data-driven analyses are conducted, and results are used to adjust AI tool deployment and teaching practices. Recommendations: Expand the scope of effectiveness studies to include long-term impact on learning outcomes and teacher satisfaction. Incorporate external benchmarks and comparisons with non-AI teaching methods.</p> | <p>Description: Comprehensive, ongoing evaluations of AI tools are integrated into the school's continuous improvement processes. Effectiveness studies are aligned with educational standards and industry best practices. Evidence: There is regular publication of impact studies and case studies demonstrating clear benefits and areas for improvement. Data informs strategic decisions at the administrative level. Recommendations: Regularly update evaluation methodologies to incorporate the latest research in educational technology and pedagogy. Foster partnerships with academic institutions for independent evaluations</p> |

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|---|--|
| <p>7.4.2 Feedback Mechanisms: Establishing robust systems for collecting and analyzing feedback from educators, students, and other stakeholders to continuously improve AI implementations.</p> | <p>Description: Basic feedback mechanisms are in place, typically through direct channels such as email or informal meetings. Evidence: Limited, ad-hoc feedback is collected primarily from educators directly involved with AI tools. Recommendations: Develop a formal feedback system that allows for easy and anonymous input to encourage more comprehensive and honest feedback.</p> | <p>Description: Structured feedback systems are established, including regular surveys and focus groups that engage a broader range of stakeholders. Evidence: Feedback is systematically collected and reviewed at regular intervals, with some responsiveness to the issues raised. Recommendations: Enhance feedback mechanisms to be more responsive and actionable. Implement changes based on feedback more rapidly and transparently communicate these changes and their rationale to stakeholders.</p> | <p>Description: Advanced, dynamic feedback mechanisms are in place that provide real-time insights into the use and impact of AI tools. Feedback is integral to the ongoing development and adjustment of AI strategies. Evidence: There are high levels of stakeholder engagement in providing feedback, with a clear impact on policy and practice. Feedback leads to regular updates and improvements in AI applications. Recommendations: Continuously innovate in feedback collection and analysis techniques. Use AI and data analytics to enhance the processing and responsiveness to feedback.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|--|--|--|
| <p>7.4.3 Adaptation and Improvement: Implementing a dynamic process for adapting AI tools and strategies based on data-driven insights and stakeholder feedback, ensuring ongoing relevance and effectiveness.</p> | <p>Description: Initial adaptations to AI tools and methods are made in response to basic feedback and obvious issues. Evidence: There are occasional updates to AI tools or teaching strategies based on limited feedback. Recommendations: Set up a dedicated team or role responsible for monitoring AI tool performance and leading adaptation efforts.</p> | <p>Description: Systematic processes are in place for adapting AI usage based on comprehensive feedback and detailed effectiveness studies. Evidence: Regular updates to AI tools and educational practices are documented and communicated within the organization. Recommendations: Formalize the process of adaptation to ensure it is systematic and aligned with educational goals. Engage more deeply with users to understand their needs and experiences.</p> | <p>Description: AI tool adaptation is a continuous, integral part of educational strategy, with clear policies and processes for implementing improvements based on robust data and stakeholder input. Evidence: AI adaptations are proactive and anticipate future needs and technological developments, with a clear positive impact on educational outcomes. Recommendations: Maintain a leadership role in educational technology by pioneering new practices and technologies. Share successful adaptations and improvements with the broader educational community.</p> |

7. Academic AI Literacy Readiness Domain

7.5 AI Accessibility and Equity

The "AI Accessibility and Equity" subdomain focuses on ensuring that AI technologies are accessible to all students and staff within educational institutions, regardless of their socio-economic backgrounds, abilities, or other potential barriers. This subdomain is committed to improving the necessary infrastructure to support the widespread and equitable use of AI, such as enhancing internet connectivity and providing appropriate devices. It also emphasizes the importance of inclusivity measures to tailor AI applications to the diverse needs of all learners, including those with disabilities and those from varied cultural and linguistic backgrounds. Furthermore, the subdomain involves continuous monitoring and adjustment of AI initiatives to identify and address any disparities in access and usage. The goal is to promote fairness and equity in AI-enhanced education, ensuring that every member of the educational community has the opportunity to benefit from the transformative potential of AI technologies.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|---|---|
| <p>7.5.1 Infrastructure Improvement: Enhancing the necessary technological infrastructure to ensure that all students and staff have equitable access to AI tools and resources.</p> | <p>Description: Initial efforts are in place to improve infrastructure that supports basic AI accessibility, focusing on essential hardware and internet connectivity.</p> <p>Evidence: There is limited access to AI tools due to inadequate hardware or unreliable internet connections in some areas of the school district.</p> <p>Recommendations: Prioritize investments in critical infrastructure upgrades and seek funding or partnerships to ensure all students and educators have the necessary tools for AI access.</p> | <p>Description: Significant infrastructure improvements are in place, with robust hardware and high-speed internet more widely available, enabling better access to AI tools.</p> <p>Evidence: There is more consistent access to AI tools across the district, with ongoing efforts to address remaining gaps in infrastructure.</p> <p>Recommendations: Continue to monitor and upgrade infrastructure as needed, ensuring that new technologies are accommodated and that access remains equitable.</p> | <p>Description: State-of-the-art infrastructure is in place that fully supports the demands of advanced AI tools, with universal access across the district.</p> <p>Evidence: There are high levels of engagement with AI tools, with no reported access issues related to infrastructure.</p> <p>Recommendations: Maintain and future-proof infrastructure to ensure it continues to meet the evolving needs of educational technology. Regularly reassess the infrastructure to anticipate further advancements in AI.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|---|--|--|
| <p>7.5.2 Inclusion Measures: Implementing specific strategies to make AI tools accessible and useful for all students, including those with disabilities and those from diverse linguistic and cultural backgrounds.</p> | <p>Description: Basic measures to promote inclusivity, primarily focused on ensuring that AI tools are available to all students, including those with disabilities. Evidence: Initial policies aimed at reducing barriers to AI tool access, but implementation is inconsistent. Recommendations: Develop more comprehensive strategies and policies that specifically address the needs of diverse learners, including multilingual support and accommodations for students with disabilities.</p> | <p>Description: More sophisticated inclusion measures are in place, with AI tools increasingly adapted to meet the needs of a diverse student population. Evidence: Implementation of adaptive technologies and personalized learning tools that cater to various learning styles and abilities. Recommendations: Evaluate the effectiveness of inclusion measures and continue to refine AI tools to ensure they support all students equally.</p> | <p>Description: Full inclusivity in AI tool access and usage, with advanced adaptations that ensure all students benefit equally from AI technologies. Evidence: Strong performance and satisfaction indicators across all student groups, with AI tools effectively supporting a wide range of needs. Recommendations: Continue to lead in the development and implementation of inclusive educational technologies. Share best practices and innovations with other districts and educational bodies.</p> |
| <p>7.5.3 Monitoring and Adjusting: Continuously monitoring the usage and impact of AI tools to identify and address any disparities, ensuring fairness and equity in AI-enhanced education.</p> | <p>Description: Initial monitoring of AI tool deployment to assess access and usage disparities. Evidence: Ad-hoc reports and feedback suggest uneven access and usage among different student groups. Recommendations: Establish regular monitoring systems to track AI tool access and usage, identify disparities, and develop targeted interventions.</p> | <p>Description: Systematic monitoring is in place, with ongoing adjustments made to address identified access and usage issues. Evidence: Regular data collection and analysis inform targeted improvements, with some success in reducing disparities. Recommendations: Enhance data analysis capabilities to more precisely identify and address subtle disparities in AI tool access and usage.</p> | <p>Description: Comprehensive, proactive monitoring and rapid adjustment processes ensure equitable access to and usage of AI tools across all demographics. Evidence: Data-driven approach results in high equity in access and positive outcomes across all student groups. Recommendations: Continue refining monitoring and adjustment processes, staying responsive to new challenges and opportunities as AI technology evolves.</p> |

7. Academic AI Literacy Readiness Domain

7.6 Operational Automation

The "Operational Automation" subdomain focuses on leveraging AI to streamline and enhance the efficiency of administrative processes within educational institutions. It aims to automate routine tasks such as data entry, scheduling, and resource management, reducing the administrative burden on staff and freeing up time for more strategic activities. This subdomain encompasses the implementation of AI-driven systems that handle data management tasks with greater accuracy and speed, and support strategic planning by providing actionable insights and predictive analytics. The goal is to optimize operational efficiency across the board, ensuring that administrative functions are both cost-effective and responsive to the needs of the education community.

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|---|--|
| <p>7.6.1 Operational Automation: Implementing AI-driven solutions to automate routine administrative tasks, enhancing efficiency and accuracy across school operations.</p> | <p>Description: Initial integration of AI tools to automate basic administrative tasks such as attendance recording or basic data entry. Evidence: Some administrative tasks are partially automated, but many processes still require manual intervention. Recommendations: Identify additional routine administrative tasks that can be automated using AI. Begin planning and implementing more comprehensive AI solutions to enhance operational efficiency.</p> | <p>Description: Increased use of AI for a wider range of administrative tasks, including more complex operations like scheduling and inventory management. Evidence: Notable improvements in administrative efficiency and accuracy. Reduced manual workloads for staff. Recommendations: Continue to expand AI integration into administrative processes. Evaluate the impact on staff workload and operational costs, adjusting AI strategies accordingly.</p> | <p>Description: Comprehensive automation of administrative tasks across the board, with AI systems fully integrated into the school's operational infrastructure. Evidence: High level of operational efficiency and accuracy. Administrative tasks are largely automated, allowing staff to focus on higher-level responsibilities. Recommendations: Maintain and upgrade AI systems to ensure they stay current with the latest technology. Monitor and optimize AI operations to continue providing high levels of efficiency and support.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|---|--|--|--|
| <p>7.6.2 Data Management: Utilizing AI to manage and analyze large datasets effectively, supporting informed decision-making and improving administrative processes.</p> | <p>Description: Basic use of AI to manage educational data, such as student performance and attendance. Evidence: Initial attempts at using AI to analyze and report on data, with mixed results. Recommendations: Develop a more structured approach to data management using AI, ensuring data quality and relevance.</p> | <p>Description: More sophisticated data management systems are in place, with AI used to analyze trends and provide insights that inform decision-making. Evidence: Improved decision-making based on reliable data analysis. Greater confidence in the data provided by AI systems. Recommendations: Expand the use of AI in data management to include predictive analytics and other advanced techniques. Provide training for administrators on how to interpret and use AI-generated insights.</p> | <p>Description: Use of advanced data management systems fully driven by AI, providing comprehensive insights and forecasts that are integral to strategic planning. Evidence: AI-driven data management is critical to operational success and strategic decision-making. Data is used proactively to improve educational outcomes and operational efficiency. Recommendations: Continue to innovate in the use of AI for data management. Regularly reassess and update systems to harness new AI capabilities and data sources.</p> |

Continues on next page

| Subdomain Elements | Emerging Level | Developing Level | Mature Level |
|--|---|---|---|
| <p>7.6.3 Strategic Planning: Integrating AI tools into strategic planning processes to optimize resource allocation, forecast future trends, and enhance overall institutional effectiveness.</p> | <p>Description: Initial use of AI to support basic strategic planning tasks, such as analyzing current resource allocation. Evidence: AI tools are used sporadically for planning, with limited impact on overall strategy formulation. Recommendations: Begin to integrate AI more deeply into the strategic planning process. Train leaders on the capabilities and potential of AI in strategic planning.</p> | <p>Description: Increased integration of AI into strategic planning, with tools used to simulate outcomes and optimize resource distribution. Evidence: AI contributes to more informed and effective strategic decisions. Initial evidence of improved outcomes from AI-supported plans. Recommendations: Further develop the strategic use of AI, incorporating more complex modeling and scenario analysis. Ensure that AI tools are used to complement, not replace, human judgment.</p> | <p>Description: Comprehensive use of AI in strategic planning, with AI systems fully integrated into the planning process, providing deep insights and forecasts. Evidence: AI is a key tool in formulating and adjusting strategy, clearly demonstrating value in optimizing outcomes and resource use. Recommendations: Continue to advance the use of AI in strategic planning. Stay abreast of developments in AI technology that could further enhance planning accuracy and effectiveness.</p> |

Appendix 1 – Glossary of Terms

| Term | Definition |
|--|--|
| 1. AI Testing Framework for K-12 | Standardization of protocols and procedures established to calibrate the functionality, efficiency, and effectiveness of AI tools in an educational setting. IT must ensure that AI applications are reliable, produce expected outcomes, and align with educational standards. This involves guarding against hyper or advantaged usage based on advanced knowledge or grade level. |
| 2. 3rd party vendors | Organizations that provide products or services to your organization under contract. |
| 3. Algorithmic Discrimination | Algorithmic discrimination occurs when automated systems contribute to unjustified differential treatment or impacts disfavoring people based on their race, color, ethnicity, sex (including pregnancy, childbirth, and related medical conditions, gender identity, intersex status, and sexual orientation), religion, age, national origin, disability, veteran status, genetic information, or any other classification protected by law. |
| 4. Assets (Operational Readiness – Procurement section) | Hardware and software purchases. |
| 5. Compliant Gen AI tools vs Non-compliant Gen AI tools | Compliance within an individual organization’s established policies. |
| 6. Copyright Protection Policy | Under the Copyright Act, a copyright owner has the exclusive right to reproduce, adapt, distribute, publicly perform, and publicly display the work (or authorize others to do so). In the case of sound recordings, the copyright owner has the right to perform the work publicly through a digital audio transmission. Note: Content created by artificial intelligence without any human input cannot be copyrighted under current U.S. law. |

| Term | Definition |
|---|--|
| 7. Data Classification Model | A data classification model tags data according to its type, sensitivity, and value to the organization. It helps an organization understand the value of its data, determine whether the data is at risk, and implement controls to mitigate risks. |
| 8. Data Sharing Partners | External partners outside of 3rd party vendors that you contractually work with, such as community partners, non-profits, etc. |
| 9. Data Steward | An oversight role within an organization responsible for ensuring the quality and fitness for purpose of the organization's data assets. |
| 10. Foundational Model | A large machine learning model pre-trained on a vast quantity of data at scale resulting in a model that can be adapted to a wide range of downstream tasks. |
| 11. Generative AI (Gen AI) | A subset of artificial intelligence that leverages machine learning techniques to generate new content and ideas (conversations, stories, images, videos, music) that resemble your training data. |
| 12. Generated Content | Content generated by Gen AI machine learning systems that are capable of generating text, images, video, and other types of content. |
| 13. Generative Liability & Insurance Requirements | <p>Student Accountability: Students who engage in nefarious activities can face disciplinary actions, including suspension and in severe cases, legal consequences.</p> <p>School Liability: If a school fails to monitor, prevent, or address malicious AI usage, it may face reputational harm, legal actions from affected parties, or potential financial consequences.</p> <p>Parental Responsibility: Depending on jurisdiction and the age of the student, parents or guardians may bear some legal or financial responsibility for their child's malicious actions.</p> <p>AI Vendor Responsibility: If an AI tool facilitates illegal or harmful actions due to its design or vulnerabilities, the vendor could be held partially responsible, especially if they failed to provide proper safeguards or warnings.</p> <p>Insurance requirements and parental/caregiving waivers should be strongly considered.</p> |

| Term | Definition |
|---|---|
| 14. Hallucinations of inappropriate content | Instances when an AI generates unexpected, untrue results not backed by real-world data, including false content, news, or information about people, events, or facts. |
| 15. Machine-Readable Format | A digital representation of data or information in a file that can be imported or read into a computer system for further processing. Content that can be readily processed by computers. |
| 16. Source Systems (Data Readiness - Data Quality section) | An authoritative data source for data elements. |
| 17. Toxic and inappropriate content | Any content potentially pertaining to sex, nudity, violence, gore, profanity, alcohol, drugs, and/or other harmful or offensive content. |

Appendix 2 - Policies

| Policy | Definition | References |
|-------------------------------------|--|---|
| Acceptable / Responsible Use Policy | An Acceptable/Responsible Use Policy is a written contract listing terms and conditions explaining the acceptable uses of the Internet and digital tools within the district, schools, and classrooms. | Executive Leadership, Sections 2 & 4 |
| Data Governance Policy | A Data Governance Policy is a formal set of guidelines and procedures established by a school district to ensure the consistent, secure, and lawful management and protection of data. This policy provides explicit directions on the storage, use, and sharing of data maintained by the district. It is designed to comply with applicable state and federal laws and includes specific provisions covering data security measures, access controls, quality control mechanisms, and procedures for secure data exchange and reporting. | Data Readiness, Section 1 |
| Code of Conduct Policy | A Code of Conduct Policy is a set of principles, expectations, and/or rules given to staff, students, and parents, which outlines the standards of conduct expected and the consequences for violating those standards. | Executive Leadership, Section 2; Data Readiness, Sections 1 & 3; Legal/Risk Management, Section 3 |
| Data Privacy Policy | A Data Privacy Policy addresses the district’s collection, use, and sharing of student and staff personal data in a manner that is consistent with applicable federal and state laws. It should be made available to all individuals whose personal data is covered by the policy. | Data Readiness, Section 3 |
| Data Loss Notification Policy | A Data Loss Notification Policy is a set of guidelines that outlines the procedures for notifying affected parties in the event of a data breach. The policy should cover the notification process, including who should be notified, and what information should be included in the notification. The policy should also specify the roles and responsibilities of those involved in the notification process. | Legal/Risk Management, Section 3 |

| Policy | Definition | References |
|--------------------------------------|--|-----------------|
| AI RMF | An AI Risk Management Framework is a policy or framework that would be specifically tailored to address the potential risks associated with the integration and use of artificial intelligence tools and technologies in primary and secondary education settings. | Risk Management |
| Ethical Considerations Policy | An Ethical Considerations Policy outlines the understanding that AI respects students' rights and doesn't inadvertently harm or disadvantage any group of students. | |
| Fundamental Data Governance Policies | Fundamental Data Governance Policies are foundational sets of guidelines and procedures established by a school district to ensure the consistent, secure, and lawful management and protection of data. Check out CoSN's Trusted Learning Environment seal recommended Fundamental Data Governance Policies . | Data Readiness |