

AI Use Policy + Teacher Checklist

Educator decision-making for responsible AI use in teaching and learning

Core principle

AI should support thinking and better decisions about learning - not replace teacher judgment, student learning, privacy, or human connection.

1 DIAGNOSE: decide before using AI

Start here before asking an AI tool to generate, analyze, summarize, or suggest anything for teaching and learning.

Decision check

- ☐ What is the learning goal or decision I am trying to support?
- ☐ Who is this for, and what context matters?
- ☐ Is AI appropriate here, or should this stay fully human-led?
- ☐ What privacy boundaries, district rules, or assignment limits apply?

What “diagnose” means

Diagnose = understand the situation, purpose, learners, constraints, and privacy considerations before using AI.

District-approved tools

- ☐ Use only tools approved by your school or district for the specific purpose.
- ☐ Check the current official guidance instead of relying on a static tool list.
- ☐ A tool approved for teacher planning may not be approved for student use, student data, grading, or feedback.
- ☐ Central Islip local note: current guidance identifies Microsoft Copilot, Google Gemini, and DIFFT. Verify through the Staff Support page because approvals may change.

Privacy: do not enter into unapproved AI tools

- ☐ Names paired with academic, behavioral, medical, family, or background details.
- ☐ Student IDs, addresses, discipline records, immigration status, or sensitive circumstances.
- ☐ IEP/504, disability, accommodation, assessment, or multilingual learner records.
- ☐ Private student work or identifiable details unless the tool and use case are explicitly approved.

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2 DRAFT: generate possibilities

Use AI as a thinking partner and drafting aid. The output is a starting point, not the final instructional decision.

Use AI to open up options

- ☐ Treat AI output as a draft, not a final answer.
- ☐ Ask for options, examples, perspectives, revisions, or starting points.
- ☐ Use AI to move thinking forward, not to outsource the thinking.
- ☐ When useful, ask AI what information it needs before answering.

Meta-prompt

Before answering, ask me three questions that would help you give a more useful response for my students and classroom context.

Appropriate teacher uses

- ☐ Lesson ideas, discussion prompts, examples, non-examples, exit tickets, rubrics, and checklists.
- ☐ Sentence frames, vocabulary supports, bilingual/ENL scaffolds, translation comparisons, and simplified directions.
- ☐ Adult ESL workplace role-plays, job interview practice, pronunciation/speaking prompts, and writing support.
- ☐ Family communication drafts that the teacher reviews, localizes, and privacy-checks.
- ☐ Reflection and pattern analysis across teacher-created materials, using approved tools and de-identified or permitted data only.

Before students use AI

- ☐ State whether AI is allowed, not allowed, or allowed only for a specific purpose.
- ☐ Name what students must do independently.
- ☐ Require checking, revising, reflection, and disclosure when appropriate.

Teacher framing for students

AI can help us brainstorm, practice, compare ideas, and reflect. It should support thinking, not replace it. The goal is not simply to get answers faster. The goal is to make better decisions about learning.

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3 CALIBRATE: apply human judgment

Professional judgment takes over here. A confident tone is not the same as accuracy, and a polished answer is not the same as a good instructional decision.

Review AI output for

- ☐ Accurate and fact-checked.
- ☐ Age-appropriate and developmentally appropriate.
- ☐ Culturally and linguistically responsive.
- ☐ Aligned to the learning goal and student needs.
- ☐ Adapted to classroom context, not generic.
- ☐ Free from private or identifiable student information.
- ☐ Revised, localized, rejected, or refined where needed.

Notice AI language + limits

- ☐ Agrees too quickly or acts like a "yes-man."
- ☐ Uses polished language with little substance.
- ☐ Makes assumptions that were not provided.
- ☐ Invents facts, sources, or citations.
- ☐ Loses context when switching chats, tools, or modes.

Pause - Look - Reflect

- ☐ Pause: What is the AI saying? Does it seem unusually easy, polished, or certain?
- ☐ Look: What evidence, assumptions, sources, or context are included or missing?
- ☐ Reflect: Does this support the learning goal? What needs to be revised, verified, questioned, or rejected?

Grade-band lens

- ☐ Lower elementary: teacher-facing and teacher-guided; whole-class questioning and evaluating.
- ☐ Upper elementary: modeled prompts, comparison, reliability talk, structured routines.
- ☐ Middle/high: guided use, source-checking, disclosure, revision, reflection.
- ☐ Adult ESL/bilingual/ENL: language practice, translation comparison, scaffolds, role-play, human review.

Student disclosure language

I used AI to help with _____. I reviewed and changed the output by _____. The final ideas and decisions are my own.

Final educator-facing resource. Local districts should adapt tool names, privacy rules, and disclosure expectations to current official guidance.