

ISBA BITE-SIZED GOVERNANCE

Top 10 Questions School Boards Should Ask About Generative AI

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Jeff Carlson

Head of Education
Strategy & Advocacy

Clever

📍 Raised in Council

About Me

MY DAY JOB

Head of Education Strategy & Advocacy at Clever — the identity platform in 111,000+ schools serving 28M+ students & teachers worldwide.

IDAHO ROOTS

Grew up in Council, Idaho. Both parents taught in Idaho classrooms for 20+ years. Education is personal, not abstract.

ISBA INVESTMENT

Board member at Future Public School in Garden City. Family in classrooms across the state.

MY LENS

Clarity comes from seeing patterns across hundreds of schools. My loyalty is to the students in our classrooms, not to any product or platform.

Why AI Questions Matter Now

54%

of U.S. teens

already use AI for schoolwork (Pew Research, 2026)

92%

of college students

reported using GenAI tools — up from 66% in 2024 (HEPI, 2025)

40%

of job skills

will change by 2030, making AI literacy essential (WEF, 2025)

AI is already in your classrooms — with or without a policy.

Your board's role is to ensure your district is prepared, protected, and equitable.

Questions 1–2: Policy & Governance

1

Do we have a current AI policy? When was it last reviewed?

Most districts are still developing policies. A board should expect to see a written policy that is reviewed at least annually, covering both student and staff use of AI tools. Ask: Is the policy on the agenda for this year's review cycle?

2

Does our policy align with state and federal guidance, including FERPA and COPPA?

AI tools often process student data. Boards must ensure any adopted tools comply with existing privacy laws. Ask your superintendent: Have all AI tools in use been reviewed by legal counsel or our data privacy officer?

Questions 3–4: Vendor & Data Safety

3

What process do we use to vet and approve AI tools before they enter classrooms?

Teachers and students often adopt tools informally — without IT or admin review. Ask: Is there a formal procurement or vetting checklist? Do AI tools go through the same approval process as other edtech? The EDSAFE AI Alliance's SAFE Framework (Safe, Accountable, Fair, Efficacious) is one standard to consider.

4

Who owns student-generated data when AI tools are involved, and how is it used?

Some AI vendors train their models on student input data. Boards should ask: Do our vendor contracts prohibit using student work to train AI models? Are we clear on data retention and deletion timelines? This is critical for protecting student privacy at scale.

Questions 5–6: Equity & Access

5

Are all students, regardless of income, language, or ability, getting equitable access to AI tools and skills?

The AI literacy gap is a new access gap. Some students have ChatGPT at home; others have never used it. Ask: Do our AI initiatives reach all students, including English learners, students with disabilities, and students in poverty? The aiEDU AI Readiness Framework emphasizes equity as a core component of readiness.

6

How are we teaching students to use AI critically and responsibly, not just how to use it?

The goal isn't just tool proficiency. Students need to understand how GenAI works, its limitations, and its ethical dimensions. AI for Education's SEE Framework (Safe, Ethical, Effective) and the OECD/EC AILit Framework both emphasize critical thinking alongside technical fluency.

Questions 7–8: Educators & Academic Integrity

7

What training and support are teachers receiving to effectively teach in an AI-integrated environment?

Before schools can teach students about AI, teachers need to understand it themselves. Ask: What professional development has been offered? The aiEDU AI Readiness Framework v2.0 specifically calls for updated educator competencies that connect pedagogy with AI skill-building. Are our teachers equipped to lead?

8

How are we redefining academic integrity in the era of AI? Have we communicated this to families?

Detection-focused approaches alone don't work. AI detection tools have high error rates and often flag non-native English speakers unfairly. Ask: Has our academic integrity policy been updated? Has it been shared with students and families? Are teachers re-thinking how they design assessments?

Questions 9–10: Measurement & Leadership

9

How are we measuring whether AI tools are actually improving student outcomes for which students? What about for efficiencies?

Enthusiasm for a tool is not evidence that it works. Ask: What metrics are we using to evaluate AI tool effectiveness? Are outcomes tracked by student subgroup (income, disability, ELL)? Research from Indiana's 2024-25 AI Digital Learning Grant showed strong positive results — but those came from structured implementation, not just purchasing subscriptions.

10

As a board, how are WE staying informed about AI developments — and holding leadership accountable?

The AI landscape changes quarterly. Boards need a recurring mechanism to stay current. Ask: Is AI on our board meeting agenda at least once a year? Do we receive annual reports on AI tool use, student outcomes, and policy compliance? Consider designating an AI liaison on the board or requesting an annual 'State of AI' briefing.

Your 10 Questions at a Glance

1 Do we have a current AI policy — and when was it last reviewed?

2 Does our policy align with FERPA, COPPA, and state guidance?

3 What process do we use to vet AI tools before they enter classrooms?

4 Who owns student data when AI tools are involved?

5 Are all students getting equitable access to AI skills?

6 How are we teaching responsible, critical AI use?

7 What AI training are teachers receiving?

8 How are we redefining academic integrity for the AI era?

9 How are we measuring whether AI tools improve outcomes — for which students?

10 How are WE as a board staying informed and holding leadership accountable?

What Good Looks Like

Characteristics of districts leading thoughtfully on AI



Clear Policy

Written AI policy reviewed annually by board, counsel, and curriculum leaders



Vendor Accountability

All AI tools vetted through a formal process with contracts protecting student data



Teacher-Ready

Staff have dedicated PD time for AI literacy — aligned to curriculum goals



Equity-Centered

AI initiatives explicitly designed to close gaps, not widen them



Outcomes-Focused

Regular reporting on AI tool effectiveness, with data disaggregated by student subgroup



Board-Informed

Annual AI briefing on the board agenda; board members stay current

Frameworks to Know

Your district's AI work should be grounded in research-based frameworks

EDSAFE AI Alliance SAFE Framework

Safe · Accountable · Fair · Efficacious

A vetting framework used by hundreds of districts to evaluate AI tools before adoption

aiEDU AI Readiness Framework v2.0

Competencies for students, educators, and school leaders. Emphasizes human skills + AI skills together

AI for Education SEE Framework

Safe · Ethical · Effective

Built from 3 years of classroom work. Covers K-12 and educator professional development

OECD/EC AILit Framework

International AI literacy standard informing PISA 2029. Covers primary through secondary education

Board Member Takeaways

01

You don't need to be an AI expert.

You need to ask the right questions and expect clear, accountable answers from your team.

02

Start with policy and safety.

If you don't have a current, reviewed AI policy, that's your first board action item.

03

Equity must be built in.

Every AI decision should be examined through the lens: which students benefit, and which might be left behind?

04

Put AI on your board calendar.

An annual AI briefing is the minimum. The landscape changes fast — boards that don't stay current can't govern effectively.

Thank You

Questions? Let's keep the conversation going.

Jeff Carlson

Head of Education Strategy & Advocacy · Clever

jeff.carlson@clever.com

idsba.org