

Guidance and Considerations for Using Artificial Intelligence in Oklahoma K-12 Schools

Version 3.0 July 2026

Incorporating Oklahoma [70 O.S. § 11-120](#)

Oklahoma Responsible Technology in Schools Act

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Executive Summary

This document provides comprehensive guidance for Oklahoma PK-12 schools implementing artificial intelligence (AI) technologies. It has been revised to incorporate [70 O.S. § 11-120](#) (the Oklahoma Responsible Technology in Schools Act).

This guidance ensures Oklahoma students are prepared for an AI-driven future while maintaining educational integrity, safety, and compliance with state law.

Key Principles

Human-Centered Approach

AI augments, never replaces, human instruction. All student-facing AI use requires educator oversight (Oklahoma Responsible Technology in Schools Act).

Equity and Access

All students benefit from AI opportunities regardless of location or economic status.

Transparency

Clear communication about AI use with all stakeholders; annual parent disclosure required by law.

Safety First

Robust protections for student data and well-being.

Legal Compliance

Full alignment with (Oklahoma Responsible Technology in Schools Act), FERPA, COPPA, IDEA, and Oklahoma laws.

Foundation and Context

National and State Alignment

- Oklahoma's AI education initiative aligns with multiple policy frameworks:
- Oklahoma Responsible Technology in Schools Act (2026): Establishes binding requirements for AI use in schools (see Part I).
- Governor Stitt's Task Force on Emerging Technologies (2023): State-level framework supporting AI integration.
- President Trump's 2025 Executive Order: Calls for expanding AI education access, teacher training, and student engagement.

The Imperative for Change

A 2025 World Economic Forum Fastest Growing Skills report indicates that by 2030, the most rapidly expanding skill areas will include AI and big data, networks and cybersecurity, and overall technological literacy. This reinforces the need for Oklahoma to remain proactive in developing AI policies and procedures. The Oklahoma Responsible Technology in Schools Act strengthens this commitment by codifying it in state law.

Definitions

Terms marked (Statutory) are intended to track [70 O.S. § 11-120](#). Terms marked (Guidance) are OSDE's operational interpretations.

Artificial Intelligence (AI) *(Statutory)*

For the purposes of this guidance, 'artificial intelligence' or 'AI' has been defined in 15 U.S.C. 9401(3). AI serves as a powerful tool to augment human capabilities and should be regarded as an intermediary component within any process, not as the final authority or endpoint. The Oklahoma Responsible Technology in Schools Act reinforces this principle by requiring that AI never serve as the primary basis for high-stakes student decisions.

AI-Assisted *(Guidance)*

Any task where an AI tool contributed to part of the process (brainstorming, drafting, editing) but a human reviewed and approved the final product.

Educator-Directed Use *(Statutory)*

The use of an artificial intelligence tool under the supervision and professional judgment of a teacher or school employee.

High-Stakes Decision *(Statutory)*

Any decision with material impact on a student's educational record: grading, discipline, promotion/retention, placement, special education evaluations, or similar decisions.

Human-in-the-Loop *(Statutory)*

The use of AI when an educator or authorized school employee maintains oversight, review, and final decision-making authority over outputs generated by an artificial intelligence tool.

Opt-Out *(Statutory)*

The right of a parent or guardian to exclude their student from AI tools without academic penalty.

Classroom AI Tool *(Statutory)*

An artificial intelligence application used to support instruction, learning activities, assessment assistance, or educator workflows in a school setting.

Student-Facing AI Tool *(Guidance)*

An artificial intelligence tool designed for use by students that provides AI-generated content, feedback, or assistance as part of an instructional activity.

Vendor / AI Tool Inventory *(Statutory)*

The district's public maintained record of all AI tools in use, including purpose, type of data collected, and the Oklahoma Responsible Technology in Schools Act compliance status.

PART 1

LEGAL COMPLIANCE

([70 O.S. § 11-120](#) & Related Laws)

1. Legislative Context:

Overview and Purpose

The Oklahoma Responsible Technology in Schools Act establishes a binding statutory framework for how AI tools may be used in PK-12 public schools. It transforms guidance into legal requirements, giving districts clear mandates and timelines.

Compliance Note

Where [70 O.S. § 11-120](#) sets a higher or more specific standard than prior OSDE guidance, the law governs. Nothing in this document shall be construed to limit district authority to adopt stricter standards.

Key Provisions of The Oklahoma Responsible Technology in Schools Act

1. Educator-Directed Use Requirement

Required

AI tools used for instructional or educational purposes shall be implemented under educator-directed use. Educators must initiate, supervise, and review any AI interaction that affects student learning, assessment, or records.

2. Human-in-the-Loop Mandate

Required

All student-facing AI use must maintain a human-in-the-loop at key decision points. No AI output may automatically determine outcomes for students without educator review.

3. Prohibition on High-Stakes AI Decisions

Prohibited

AI may NOT serve as the primary basis for:

- grading or scoring • disciplinary decisions
- promotion or retention
- placement or course assignments
- special education evaluations or IEP decisions
- any other decision with material impact on a student's record.

Compliant Practice

AI may assist educators in gathering evidence or drafting initial assessments, but the final determination must always rest with a qualified human educator or administrator.

4. District Written AI Policy Requirement

Deadline: Before 2027-28 School Year

Every Oklahoma school district must adopt a written AI policy addressing:
approved and prohibited instructional uses

- data protection and data minimization
- family transparency obligations
- educator oversight and human review
- parent, guardian, or legal custodian opt-out rights
- periodic policy review procedures
- incident handling procedures.

5. Parent/Guardian Opt-Out Rights

Required

Parents and guardians retain the right to opt their student out of student-facing AI tools without academic penalty. Districts must:

- provide annual notification of AI tools in use
- establish a clear, accessible opt-out process
- ensure opt-out does not result in lower grades, reduced opportunity, or adverse consequence
- maintain non-punitive, non-AI instructional alternatives.

6. State Guidance Development

The Oklahoma Responsible Technology in Schools Act requires OSDE to develop and maintain updated guidance for AI use in schools. This document fulfills that requirement and will be updated as technology and law evolve.

1. Compliance Timeline

Deadline	Requirement	Responsible Party
Immediately	All AI use must be educator-directed; prohibition on high-stakes AI decisions in effect	All districts
Before 2027-28 school year	Written district AI policy adopted	School boards / district leadership
Annually thereafter	Parent/guardian notification of AI tools in use	Districts
Ongoing	Periodic policy review and update	Districts

2. District Policy & Compliance Checklist

Timeline

Before the start of the 2027-28 school year, every district must have a written AI policy. Use this checklist to ensure all required elements are addressed.

The written district AI policy must address:

- Approved instructional uses of AI in the district
- Prohibited uses of AI, including autonomous high-stakes decision-making
- Data protection and minimization requirements
- Family transparency and annual notification process
- Parent/guardian opt-out mechanism and non-penalization guarantee
- Educator oversight and human review requirements
- Periodic policy review schedule
- Procedure for handling AI tool incidents or violations
- Procurement and vendor vetting standards

3. Safety, Security, and Regulatory Compliance

Safety, security, and compliance require robust frameworks to protect student data, ensure appropriate content filtering, and maintain regulatory adherence.

Risk Level	Description	Implementation Approach
Low Risk (Green)	AI tools that do not require personally identifiable information (PII)	Ensure Responsible Use: Implement data anonymization and security measures. Verify educator-directed use per 70 O.S. § 11-120 .
Medium Risk (Yellow)	All tools collecting personal data like learning analytics, engagement metrics, or assignment feedback	Use With Caution: Enhanced security protocols and transparent data practices. Confirm the tool cannot autonomously issue grades or discipline.
High Risk (Red)	All tools collecting sensitive information like student demographics or PII	Use With Extreme Caution: Robust security measures and strict adherence to user consent. Requires administrative approval. Confirm full 70 O.S. § 11-120 and FERPA compliance before use.

Human Oversight Requirements (70 O.S. § 11-120 Mandated)

Per The Oklahoma Responsible Technology in Schools Act, the following human oversight practices are legally required:

- **Review Protocols:** Established procedures for reviewing AI-generated content and recommendations before they affect students.
- **Override Mechanisms:** Clear processes for educators to override AI suggestions.

4. Disclosure and Transparency Obligations

Annual Parent/Guardian Notification (Required by 70 O.S. § 11-120)

Districts must notify parents and guardians at least annually of all student-facing AI tools in use. This notification must include:

- Names and purposes of AI tools used with students.
- How and when students interact with those tools.
- Type of data collected by the AI tools, how it is used, and how it is protected.
- Clear instructions on how parents can exercise their opt-out rights without academic penalty to the student.
- Contact information for district oversight personnel.

AI Tool Inventory (Annual Disclosure Required)

Districts must maintain and publicly disclose an ongoing inventory of all AI tools in use.

Tool Name	Purpose	Student-facing?	Data Collected	Vendor Privacy Policy	Review Data
Example tool	Differentiated drafting	Yes	Learning analytics	[Link]	07/01/2026

Recommended Community Engagement Strategies

- **Public Forums:** Hold regular public meetings regarding AI implementation in district schools.
- **Advisory Committees:** Form committees consisting of parents, educators, students, and community members to track local integration.
- **Transparency Reports:** Publish annual reports documenting regional AI tool use, opt-out rates, and pedagogical efficacy.

Relevant Regulations

Oklahoma Responsible Technology in Schools Act (2026) — State Law



Key Requirements

- Requires educator-directed AI use
- Prohibits AI as primary basis for high-stakes decisions
- Mandates district written AI policy before 2027-28
- Requires annual parent notification and opt-out rights

Family Educational Rights and Privacy Act (FERPA)

✓ What This Means

- AI systems must protect privacy of student education records
- Comply with parental consent requirements
- Ensure AI vendors have appropriate data protection agreements

Children's Online Privacy Protection Act (COPPA)

✓ What This Means

- AI technologies collecting data on children under 13 must adhere to COPPA regulations
- Require parental consent and data minimization practices

Individuals with Disabilities Education Act (IDEA)

✓ What This Means

AI must not deny students with disabilities equal access • Evaluate AI tools for accessibility and assistive technology compatibility • IEP team retains all decision-making authority

5. Procurement and Vendor Compliance

The procurement process must ensure absolute [70 O.S. § 11-120](#) compliance alongside prior state data statutes. Before adopting any AI tool, districts must formally verify that the platform can be configured so that it is incapable of autonomously issuing grades, disciplinary actions, or placement decisions.

Procurement Checklist

- Explicit alignment with Oklahoma Academic Standards.
- Certified compliance with the Oklahoma Responsible Technology in Schools Act (educator-directed infrastructure, zero autonomous high-stakes determinations).
- Full compliance with FERPA, COPPA, and the Oklahoma Student Data Act.
- Explicit written vendor confirmation that student data is not utilized to train public or proprietary AI models without explicit, non-standard consent.
- Thorough accessibility review confirming equitable access features.

Possible Vendor Assessment Questions

Districts may require vendors to answer the following interrogatories during the vetting phase:

- Can this tool be strictly configured so that no outcome affecting a student's grade, discipline, placement, or promotion is generated without explicit educator review and manual confirmation?
- Does the tool include any automated decision-making logic or algorithmic threshold triggers that could be construed as a high-stakes determination under 70 O.S. § 11-120?

- What specific mechanisms are available within the user interface to support immediate educator override of AI-generated instructional recommendations or outputs?
- Does the tool maintain a continuous, unalterable audit trail logging AI-generated outputs versus human-confirmed student outcomes?

PART 2

INSTRUCTIONAL & PEDAGOGICAL GUIDANCE

(How to teach with AI responsibly)

6. Understanding AI and AI Literacy

What is AI?

For the purposes of this guidance, "artificial intelligence" has been defined in 15 U.S.C. 9401(3) (see Definitions). AI serves as a tool to augment human capabilities and should be regarded as an intermediary component within any process, not as the final authority or endpoint.

AI IS...	AI IS NOT...
A tool used to support learning and help with other tasks	A replacement for a human or human interaction
Already embedded in many tools used daily (Canvas, Netflix, Google Docs)	Something you can turn off and ignore — we need to learn how to use and understand it
A tool that can include inaccurate or flawed information	A source of information that can be used without checking for bias and accuracy
A tool that should be used responsibly and ethically	A free pass to cheat or plagiarize — academic integrity remains crucial

Human-Centered AI Approach (Aligned to 70 O.S. § 11-120)

The Oklahoma Responsible Technology in Schools Act requires that AI use in schools be framed within a human-centered approach:

✓ Step 1: Human Inquiry

The process begins with a question or prompt generated by a human user or educator.

✓ **Step 2: AI Response**

The AI system produces output based on human input.

✓ **Step 3: Human Interpretation (CRITICAL)**

The final and critical stage required by the Oklahoma Responsible Technology in Schools Act involves human evaluation, contextualization, and decision-making based on AI-generated information. For high-stakes decisions (grading, discipline, placement, promotion), this step is not optional.

AI Literacy Components

AI literacy encompasses understanding the principles, concepts, and applications of AI:

- **Understanding AI Systems:** How AI works, its capabilities, and limitations
- **Data Literacy:** Understanding how data is collected, analyzed, and used by AI
- **Critical Evaluation:** Ability to assess AI-generated content for accuracy and bias
- **Ethical Considerations:** Recognizing and evaluating the potential moral impacts and responsibilities
- **Practical Application:** Using AI tools effectively and appropriately
- **Pedagogical Literacy:** How AI is used to teach and enhance learning

7. Benefits and Applications

General Benefits of AI in Education

- **Personalized Learning:** Adaptive learning platforms can tailor content, pacing, and scaffolding difficulty to individual student needs under human oversight.

- **Efficiency and Productivity:** Automating routine administrative tasks, such as drafting initial feedback or lesson plans, allows educators to reallocate time to high-impact teaching strategies.

Oklahoma-Specific Benefits

- **Support for Rural Districts:** AI-powered tools provide remote areas with virtual tutoring frameworks, expanding course offerings and on-demand instructional support to ensure parity with larger, well-resourced districts.
- **Mitigating Teacher Shortages:** AI assistants act as drafting tools and lesson planners, reducing burnout and providing interim support for early-career and alternatively certified teachers.
- **Promoting Cultural Relevance:** AI tools can be customized to explicitly integrate Oklahoma's rich history, regional perspectives, and unique tribal cultures into localized curricula.

8. Classroom Implementation Framework

Classroom integration of AI within Oklahoma public schools requires a strategic approach balancing technological capabilities with meaningful human learning.

Three Essential Elements for Classroom Integration

1. **Transparency:** Discussions must occur regarding AI's boundaries and capabilities. Clear disclosure instructions build stakeholder trust.
2. **Rigor:** AI simplifies routine tasks, freeing up time for critical thinking and creative expression. However, rigor must be maintained through human assessment, as AI cannot be the primary evaluator.
3. **Curiosity:** AI should serve as a launchpad for deep inquiry, encouraging students to investigate real-world problems and discover complex cross-disciplinary connections.

9. Responsible & Ethical AI Implementation — Key Considerations

This section provides an Oklahoma-focused adaptation of foundational ethical frameworks, directly anchored to 70 O.S. § 11-120 mandates and OSDE security expectations.

1) *Bias*

- **Overview:** AI outputs can reflect underlying data, model design, and human biases, often masking skewed perspectives with polished language.
- **Oklahoma Risks & Examples:** Oklahoma-specific perspectives (state history, tribal nations, rural/urban contexts) are often severely underrepresented in general-purpose AI training data. This omission can lead to skewed, hyper-generalized summaries that overlook localized historical truths.
- **Legal Anchors:** The Oklahoma Responsible Technology in Schools Act mandate for educator-directed use and human-in-the-loop oversight requires educators to evaluate and correct AI outputs before instructional use.
- **Recommended Practices:** Train staff to spot algorithmic bias and sycophancy (the tendency of AI to flatter and agree with the user); require active verification of AI-generated text; incorporate local community and tribal voices to balance instructional materials.

2) *False & Misleading Content*

- **Overview:** AI models frequently hallucinate, generating highly plausible but entirely fabricated information or citations.
- **Oklahoma Risks & Examples:** Districts risk adopting unverified AI outputs as authoritative, potentially introducing historical errors or factual inaccuracies into lesson plans or student research.
- **Legal Anchors:** The Oklahoma Responsible Technology in Schools Act human-oversight mandate strictly prohibits AI from autonomously determining educational metrics, requiring human validation.

- **Recommended Practices:** Establish "verify-before-use" classroom routines; require students to triangulate AI claims with trusted, vetted sources; completely prohibit AI-only grading applications.

3) Intellectual Property (IP) & Attribution

- **Overview:** The ownership of AI-generated content and the unauthorized use of training data raise unresolved intellectual property questions.
- **Oklahoma Risks & Examples:** Students and staff may submit AI-generated works lacking proper attribution, inadvertently violating copyright norms or failing to respect tribal knowledge protocols and community IP sovereignty.
- **Legal Anchors:** Aligns with the Oklahoma Responsible Technology in Schools Act transparency requirements and OSDE academic integrity standards.
- **Recommended Practices:** Define local attribution norms; implement clear AI-use disclosure statements; update district integrity policies to address co-piloted human-AI authorship.

4) Data & Information Privacy

- **Overview:** Generative AI tools introduce severe data privacy risks, as consumer-facing prompts are often retained by vendors to train future models.
- **Oklahoma Risks & Examples:** Entering personally identifiable information (PII) into unvetted tools violates student privacy, failing to account for tribal data sovereignty in communities serving tribal citizens.
- **Legal Anchors:** FERPA, COPPA, and the Oklahoma Student Data Accessibility, Transparency and Accountability Act.
- **Recommended Practices:** Strict prohibition of PII entry into consumer-tier AI; mandate vendor compliance with zero-data-retention terms; perform routine, documented data security audits.

5) Equitable Access & Accessibility

- **Overview:** AI integration must expand educational opportunities rather than widening existing socioeconomic and digital divides.

- **Oklahoma Risks & Examples:** Rural infrastructure and bandwidth constraints may limit access to advanced tools, creating a divide where rural students engage in low-level AI interactions while suburban students access high-order applications.
- **Legal Anchors:** IDEA and Section 504 accessibility requirements.
- **Recommended Practices:** Ensure AI literacy is taught across all grade bands; verify that AI-generated materials comply with accessibility guidelines (adding alt text, captions, and transcripts); maintain equivalent non-AI options for opt-out students.

6) Mental Well-Being & Human Agency

- **Overview:** Natural language interactions encourage the practice of attributing human traits, emotions, intentions, or behaviors to non-human entities, potentially leading students, especially adolescents, to develop dangerous emotional reliance on chatbots.
- **Oklahoma Risks & Examples:** Students may turn to AI companions for validation or mental health support instead of seeking trusted adult or counselor interaction.
- **Legal Anchors:** The Oklahoma Responsible Technology in Schools Act human-in-the-loop requirement protects the core role of human care and judgment.
- **Recommended Practices:** Include digital well-being modules in professional development; clarify AI's limits regarding emotional support; establish direct referral pathways to school counselors for students in distress.

7) Environmental Impact & Sustainability

- **Overview:** AI computing requires massive data center infrastructure, consuming high amounts of energy and water for processing and thermal cooling.
- **Oklahoma Risks & Examples:** Inefficient or low-purpose AI use (such as generating unnecessary high-compute videos or images when simple text suffices) increases environmental costs without providing educational value.

- **Legal Anchors:** Governed by human-centered philosophy underlying state guidelines.
- **Recommended Practices:** Teach students to make judicious, purposeful choices regarding compute resources; include basic sustainability concepts in digital citizenship classes.

8) Cybersecurity & Agentic AI Risks

- **Overview:** Generative AI amplifies the sophistication of phishing, social engineering, and voice cloning attacks, while agentic AI (systems that act on behalf of a user) increases the system attack surface.
- **Oklahoma Risks & Examples:** Connecting over-permissioned AI agents to student information systems (SIS) or shared network drives can lead to data exfiltration or unauthorized system modifications.
- **Legal Anchors:** Oklahoma Student Data Act and state cybersecurity compliance frameworks.
- **Recommended Practices:** Train staff on AI-enhanced phishing detection, isolate AI agents with read-only permissions, require strict human confirmation before an AI agent performs any system action, and update district incident response plans to include AI-specific attack vectors.

10. Academic Integrity Guidelines

Redefining Academic Integrity in the AI Era

The Oklahoma Responsible Technology in Schools Act reinforces that AI is a tool to support learning, not a replacement for student effort or educator judgment. Simply labeling all AI-assisted work as "cheating" oversimplifies a complex landscape, but ignoring the risks of misuse undermines educational validity. Policies must adapt to guide students in using AI as an ethical tool while keeping them active participants in their education.

AI Acceptable Use Rating Scale

Adapted by Dr. Karen Leonard for the OSDE from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, and Dr. Jason McVaugh.

Level	Name	Description	Disclosure Requirements
0	No AI Use	Activity completed entirely without AI assistance. AI MAY NOT be used at any point.	No disclosure required. May require an academic honesty pledge.
1	AI-Assisted Idea Generation	No AI content in final submission. AI may be used for brainstorming or structuring.	AI disclosure statement required; links to AI chats must be submitted.
2	AI-Assisted Editing	No new content created by AI. AI may be used to improve clarity or style of student work.	AI disclosure statement required; links to AI chats must be submitted.
3	AI for Specified Task Completion	AI completes specific elements explicitly outlined by the teacher. Requires critical evaluation of output.	Student provides human oversight. All AI content must be cited; links must be submitted.
4	Full AI Use with Human Oversight	AI used throughout as an active co-pilot under direct educator permission. Student provides oversight.	Cite AI use with proper formal citation; links to AI chats must be submitted.

Addressing Plagiarism & Detection Limitations

AI detection software tools can be unreliable and may produce false positives that disproportionately penalize non-native English speakers and neurodivergent students. Districts should NOT use AI detectors as the sole basis for disciplinary action. Instead, educators should:

- Establish verified baseline writing samples early in the academic year.
- Design process-focused assessments emphasizing reflection, personal connection, and oral defense.
- Utilize the AI Acceptable Use Rating Scale to specify boundaries for every assignment.

Prohibited Misuse of AI Tools

School policies must enforce strict, clear prohibitions regarding the following behaviors:

- Using AI to create, alter, or distribute deepfakes or non-consensual sexual imagery.
- Using AI to impersonate individuals for cyberbullying, harassment, stalking, or intimidation.
- Any automated interaction designed to violate the safety, privacy, or dignity of others.

11. Access for All

Supporting Diverse Learning Styles

- **Adaptive Scaffolding:** Platforms can dynamically adjust reading levels and content delivery based on real-time performance—always under active educator review per 70 O.S. § 11-120.
- **Language & Accessibility Supports:** Real-time translation tools provide immediate access for English Learners, while text-to-speech and speech-to-text configurations assist students with dyslexia, dysgraphia, or auditory challenges.

Overcoming Economic & Rural Disparities

- **Device & Parity Programs:** Districts must ensure access to approved AI tools is structured equitably, preventing gaps between students who can afford premium tiers and those who cannot.
- **Rural Connectivity Frameworks:** Schools can utilize AI-supported asynchronous learning models and virtual specialist networks to balance bandwidth challenges in remote regions

PART 3

ROLES, RESOURCES & FORWARD PLANNING

(Who does what and how to support change)

12. Roles and Responsibilities

The Oklahoma Responsible Technology in Schools Act creates specific legal obligations for different stakeholders.

Oklahoma State Department of Education

- Develop and maintain statewide AI guidance aligned with 70 O.S. § 11-120 (required by law)
- Provide model AI use policies for district adoption
- Coordinate professional development on the Oklahoma Responsible Technology in Schools Act compliance
- Monitor access and equity across Oklahoma districts

District Technology Team

- Lead development of the district written AI policy (required before 2027-28)
- Assess district infrastructure readiness for AI implementation
- Develop technical specifications for AI tool procurement, including 70 O.S. § 11-120 review
- Ensure security and privacy standards (FERPA, COPPA, Oklahoma Student Data Act)
- Provide technical support for AI implementation and professional development

School Boards

- Adopt and formally approve the district AI policy (required before 2027-28)
- Allocate resources for AI implementation and compliance
- Represent community interests in AI decision-making
- Monitor impact of AI on educational outcomes
- Ensure alignment with district mission, values, and state law

Principals and Campus Administrators

- Ensure the all instructional or educational purpose of AI for instructional or educational purposes on campus is educator-directed per 70 O.S. § 11-120
- Ensure that no high-stakes decisions for students are made primarily by AI
- Communicate AI tool inventory and opt-out process to families annually
- Investigate and respond to reported AI misuse
- Support teachers in complying with the Oklahoma Responsible Technology in Schools Act while integrating AI effectively

Teachers

- Maintain educator direction and oversight for all student-facing AI use (70 O.S. § 11-120)
- Make all final grading, discipline, placement, and promotion decisions — not AI
- Use AI to enhance lesson planning, formative assessment, and student engagement
- Always review AI-generated instructional materials before they reach students
- Participate in AI literacy training

Parents and Guardians

- Receive annual notification of AI tools used in their child's school (70 O.S. § 11-120 right)
- Exercise opt-out rights if desired, without penalty to the student (70 O.S. § 11-120 right)
- Stay informed about AI use in their child's school
- Participate in community engagement opportunities

13. Resources and Support

AI Literacy and Training Mandates

Districts may want to provide a comprehensive training framework for all certified staff and administrators covering:

- The Oklahoma Responsible Technology in Schools Act statutory boundaries (educator-directed use, high-stakes restrictions, parent opt-out coordination).
- Methods for identifying and verifying AI hallucinations and algorithmic bias.
- Strategies for designing resilient assessments that emphasize human process over final machine output.

Professional Development Framework

Districts looking for support in preparing their communities for the use of AI may find the framework below helpful.

Training Levels	Target Audience	Content Focus
Fundamentals	All staff	Basics of AI, ethical risks, overview of state regulations
Implementation	Classroom teachers	Integration strategies, utilizing the AI Acceptable Use Scale
Leadership	Administrators, School boards	Strategic policy construction, procurement screening, risk management

14. Looking Forward

The Future of AI in K-12 Education

The future of K-12 education will be shaped by continued AI evolution. The Oklahoma Responsible Technology in Schools Act establishes a foundational framework that protects students and preserves educator authority while enabling innovation. Oklahoma is positioned to be a national leader in responsible, human-centered AI adoption.

Emerging Trends

✓ 1. Adaptive Learning Ecosystems

AI systems will become more sophisticated at identifying learning gaps and adjusting content difficulty, always with educator oversight per 70 O.S. § 11-120.

✓ 2. AI-Human Collaborative Teaching

Rather than replacing teachers, AI will serve as an educational partner, handling routine tasks while educators focus on higher-order learning, social-emotional development, and creativity.

✓ 3. Data-Informed Decision Making

School systems will leverage AI analytics for curriculum effectiveness, intervention strategies, and resource allocation, with human educators making all final determinations.

✓ 4. Immersive Learning Environments

AI-powered virtual and augmented reality will create more engaging, multisensory learning experiences.

Maintaining the Human Heart of Education

The Oklahoma Responsible Technology in Schools Act core principle, that AI must support, not replace, human judgment in education, aligns with our deepest educational values. The educator-student relationship, human creativity, critical thinking, and empathy are irreplaceable. Technology is a tool in service of those values, not a substitute for them.

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Legislative Basis

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