



Administrative Regulation 7212

Artificial Intelligence and Digital Learning

Responsible Office: Office of Academics and Office of Information Technology

PURPOSE

This Administrative Regulation establishes guidelines regarding the use of Artificial Intelligence (AI) technologies in academics and operations within the Washoe County School District (District).

DEFINITIONS

1. "21st Century Competencies" refers to transferable skills, knowledge, expertise, and literacies needed to succeed in work and life in a globally interconnected world, including the ability to process, communicate and exchange multiple forms of information across multiple contexts, such as home, school, the workplace, and social networks.
2. "Artificial Intelligence" (AI) refers to the theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.
3. "Assistive Technology" refers to any item, piece of equipment, software, or product system—whether acquired commercially off the shelf, modified, or customized—that is used to increase, maintain, or improve the functional capabilities of a student with a disability. This includes both high-tech tools (e.g., speech-generating devices, screen readers, adaptive keyboards) and low-tech tools (e.g., pencil grips, visual schedules, communication boards).
4. "Chatbot" refers to a computer program designed to simulate a conversation with a human user over the internet.
5. "Cheating" refers to the improper appropriation of information from and/or giving information to another student, individual, or other source. Obtaining, seeking to obtain, or aiding another student to obtain credit for work by a deceptive or dishonest means.
6. "Digital Learning Tools" are computer software, mobile apps or applications, or web-based tools provided by a third-party to a school or district that students and/or their parents access via the internet and use as part of school activity.

7. "Generative Artificial Intelligence" (Generative AI or GenAI) refers to AI technology that can produce content, including text, imagery, audio, or synthetic data. These tools can paraphrase, reword inputted text, solve problems or equations, author computer code, answer questions, create art, and generate written content.
8. "Plagiarism" refers to instances where a student uses another writer's work without providing credit for the source. Plagiarism typically occurs when a student uses an author's words or ideas without giving proper credit to the original author.

REGULATION

1. Academics
 - a. 21st Century Competencies.
 - i. Generative AI tools are widely popular, increasingly simple to use, and represent challenges regarding traditional academic integrity standards. While Generative AI tools may be used in productive, creative, and educational manners, they can also be misused to cheat, plagiarize, or attempt to disguise plagiarism.
 - ii. Students will encounter AI in their future work and lives. Increasingly, AI tools are being integrated into existing technologies and to maintain a culture of academic integrity and respect, these Generative AI tools should not be used in the automated completion of coursework, assignments, or assessments.
 - b. Curriculum Philosophy.
 - i. Generative AI tools offer many advantages, and may be used by students with teacher approval, oversight, and guidance.
 - ii. Students and teachers must maintain responsibility for the learning process, rather than relying on AI. While technology can assist students in creating content, it should not be used solely to produce content on their behalf.
 - iii. AI may enable educators to address variability in student learning because of its inherent adaptability. AI may empower educators to support individualized student needs for coaching, feedback, and support.

iv. Educators may:

1. Determine if or how Generative AI could be integrated into instruction as a factor in lesson planning;
2. Establish clear expectations for use of AI with students;
3. Utilize a documentation process, where teachers ask students to produce documents to prove that words / content were not copied or to ensure that information was properly cited, or require students submit rough drafts, notes, and copies of materials as proof of research;
4. Consider writing prompts that rely on personal experiences such as "connect to your work environment" or "describe what you remember";
5. Design assignments as a process to explore ideas, reason, and expand critical thinking rather than a fixed output;
6. Consider testing existing "tried and true" prompts by running them through a Generative AI Tool and evaluating the output;
7. Utilize AI tools to support instructional planning, differentiation, communication, and accessibility for students with disabilities, provided the tool is approved through the District Digital Learning Tools process and so long as personally identifiable information (PII) or sensitive student data is not input into AI application, unless approved for such use; and
8. Utilize automated plagiarism checking tools to check whether writing was potentially authored by Generative AI. Plagiarism detection software offers mechanisms that check for conventional plagiarism, in addition to determining an overall percentage of the document that AI writing tools may have generated.

v. Students may use AI:

1. If teachers give specific authorization for AI to be used in a given course or assignment prior to their use. AI Tools must only be used with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.
2. Students who use AI Tools on assignments without permission, represent AI created work as their own, or who use AI in improper ways, may be in violation of the District's academic integrity rules which prohibit academic dishonesty, cheating and plagiarism. Students in violation of these rules may receive appropriate discipline.

vi. Students with disabilities are permitted to use AI tools as Assistive Technology when aligned and clearly documented in students' IEP/504 Plans.

1. The District's Special Education Assistive Technology Department is responsible for evaluating accessibility and suitability of AI tools before an AI tool is included in an IEP/504 Plan. AI tools must be approved through the District Digital Learning Tool process and meet accessibility standards, including compatibility with:
 - a. Screen readers;
 - b. Text-to-speech/speech-to-text applications;
 - c. Language translation tools;
 - d. Students with disabilities may use AI technology when specified in their IEP or 504 Plan to support their educational needs to: Assist with reading, writing, summarization, and grammar correction;
 - e. Support executive functioning (planning, organizing, reminders);
 - f. Aid communication for non-verbal students or language processing needs; and
 - g. Translate and adapt content into accessible formats.

- vii. Students who are English language learners (ELLs) are allowed to use approved AI tools to assist with language translation and interpretation. The use of AI translation tools should align with District policies and be used as a support—not a replacement—for developing English language proficiency.

2. Operations

a. Operational Efficiency and Workflow Automation

- i. AI-driven applications may be implemented to create operational efficiency by automating and streamlining administrative, financial, logistical, and facility management tasks (e.g., scheduling, resource allocation, and communication workflows) to reduce repetitive tasks.
- ii. Any AI implementation must be approved through the District Digital Learning Tools process and evaluated for security and data privacy compliance prior to deployment and regularly monitored for efficacy and reliability.
- iii. All District employees who choose to utilize AI applications are prohibited from inserting confidential information, such as student personally identifiable information, into AI applications unless approved for such use through District Digital Learning Tools process.
- iv. Use of AI applications may be used as a tool to assist or enhance, but not to replace employees' work. As such, employees must check AI generated information to ensure accuracy as employees are still responsible for all work assigned to them.

b. Data Analysis and Predictive Modeling

- i. AI tools, including predictive modeling software, may be used for enrollment forecasting, performance monitoring, resource distribution, and equipment maintenance scheduling.
- ii. Personnel utilizing these tools must ensure data accuracy, maintain transparency regarding AI-derived insights, and validate model predictions with alternative analysis methods to ensure informed and valid decisions.

c. Staff Support and Professional Development

- i. AI tools supporting professional development (e.g., personalized learning platforms for staff training) must be selected based on their capacity to provide actionable insights, promote skill growth, and respect user privacy. AI must be used to enhance learning opportunities without infringing on employee privacy or misrepresenting their capabilities.

d. Student Support Services and Intervention

- i. AI may act in the capacity of an early warning system, assisting in identifying trends in student behavior, performance, and engagement across the district to support data-driven interventions.
 - 1. However, any AI application in this context must operate under strict confidentiality agreements, adhere to federal and state privacy laws (e.g., FERPA), and require oversight by human professionals when determining specific interventions.
- ii. AI shall not be used to perform the functions and duties of a school counselor, school psychologist or school social worker as prescribed in NRS 391.293, 391.294 and 391.296, respectively, which relate to the mental health of students.

e. Monitoring and Compliance

- i. School and department leaders must ensure compliance with AI use policies by regularly reviewing AI applications within their areas of responsibility. Any non-compliant use of AI must be immediately reported to the Office of Information Technology, which will perform an audit and provide corrective guidance as necessary.

f. Vendor and Tool Evaluation

- i. Prior to use, all AI applications must undergo a rigorous assessment for alignment with District policies on data security, privacy, and ethical use through the District Digital Learning Tool process.
- ii. Approved vendors must demonstrate compliance with the District's privacy and data handling standards, including a commitment to not using District data to train external models unless explicitly permitted.

- iii. If Generative AI tools have not been evaluated or have been rejected from use, they may not be used and may be blocked from the District network to prevent unauthorized data transfer and restrict access to materials of potential harm.
- iv. Productivity Tools
 - 1. AI is in its infancy and may be widely adopted and integrated into existing technological platforms, including productivity tools. Regardless of AI integration, all software must be approved prior to use within the District.

LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS

- 1. This Administrative Regulation reflects the goals of the District's Strategic Plan and aligns/complies with the governing documents of the District, to include:
 - a. Board Policy 7200, 21st Century and Digital Learning;
 - b. Administrative Regulation 7122, Responsible Use and Internet Safety; and
 - c. Administrative Procedure 6642, Plagiarism and Cheating Prohibited.
- 2. This Administrative Regulation complies with the Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), and specifically:
 - a. NRS Chapter 391, Personnel; and
 - b. NRS Chapter 392, Pupils.

REVISION HISTORY

Date	Revision	Modification
10/14/2025	1.0	Adopted
11/7/2025	1.1	Revised: fixed typographical error