

Responsible AI Adoption Checklist for School Districts



To support districts and schools in using AI to develop IEPs and other student-related documents, Public Consulting Group has created the following checklist of considerations. This checklist is intended to help districts recognize the importance of thoughtful AI use and ensure that AI is being used in an ethical, intentional, and responsible manner.

How to complete the checklist: For each item, select Yes, No, or Not Applicable. Record required actions, owners, and due dates in the notes section. Do not consider the review complete until all No responses have been resolved or assigned for follow-up.

Preparing	Yes	No	N/A	Notes
Clarify the purpose of AI use, such as drafting, revising, or translating content.	☐	☐	☐	
Understand the limitations of the AI tool. Many open-source or free tools rely on national data and may not reflect state or local context.	☐	☐	☐	
Review applicable state and local education agency data privacy and AI-use policies.	☐	☐	☐	
Verify that the tool is approved by your local education agency, when an approved-tool list is available.	☐	☐	☐	
Determine whether information entered into the tool may be used to train AI models. Unless otherwise stated, assume prompts and searches may be public or used to refine the model.	☐	☐	☐	
Anticipate stakeholders' questions or concerns about using AI in IEP development and prepare to address them thoughtfully.	☐	☐	☐	
Develop prompts that exclude personally identifiable information while providing enough context to generate useful output.	☐	☐	☐	
Confirm that relevant, verifiable student data is already included in the appropriate sections of the IEP.	☐	☐	☐	
Use current student data drawn from multiple sources.	☐	☐	☐	

Employing	Yes	No	N/A	Notes
Review AI-generated output to confirm it reflects the student's individualized strengths and needs.	☐	☐	☐	
Check alignment between the student's current performance and the proposed goals and objectives.	☐	☐	☐	
Confirm that AI-generated goals include all SMART components: Specific, Measurable, Achievable, Relevant, and Time-Bound.	☐	☐	☐	
Ensure each goal is measurable and explains how progress will be monitored.	☐	☐	☐	
Use parent-friendly language that is clear and easy to understand.	☐	☐	☐	

Employing	Yes	No	N/A	Notes
Confirm that wording aligns with district terminology and conventions.	☐	☐	☐	
Include strengths and needs that are specific to the individual student.	☐	☐	☐	
Avoid generic or overly broad lists of accommodations.	☐	☐	☐	
Review content for bias, inappropriate assumptions, and stigmatizing language.	☐	☐	☐	

Quality Checking	Yes	No	N/A	Notes
Verify all AI-generated content for accuracy.	☐	☐	☐	
Adjust, edit, or reject AI-generated content as needed.	☐	☐	☐	
Confirm that data and dates have not been copied or pasted incorrectly.	☐	☐	☐	
Add a disclaimer when AI is used and document whether it supported content generation or revision.	☐	☐	☐	
Ask one or two peer reviewers to review the draft.	☐	☐	☐	
Have peer reviewers check alignment among baseline data, goals and objectives, services, and supports.	☐	☐	☐	
Confirm that the IEP team makes all final decisions.	☐	☐	☐	
Maintain internal documentation of the AI tool used and the review process.	☐	☐	☐	
Confirm that the final IEP is individualized and aligned with IDEA requirements.	☐	☐	☐	

Final sign-off

Final review completed by: _____ Role: _____ Date: _____

Outstanding actions: _____

Final approval provided by the IEP team or authorized LEA personnel: **Yes / No**

Accountability reminder: AI can support the drafting process, but it cannot replace professional judgment. The local education agency and IEP team retain full responsibility for the accuracy, appropriateness, legality, and individualization of the final IEP.

To learn more about how PCG can help your district strengthen IEP Quality and compliance, please contact us today.

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