



AI Guidance for CCPS Staff

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Purpose

Generative Artificial Intelligence (AI) has potential benefits for education and risks that must be thoughtfully managed. This document provides guidance for CCPS teachers, staff, and administrators on appropriate and responsible use of AI, particularly Generative AI tools, in classroom instruction, school management, and systemwide operations. These guidelines will be reviewed and updated periodically as technologies and products evolve, and opportunities and risks change. We will regularly monitor any feedback provided using the link below.

<https://forms.office.com/r/MjHk0FU9YE>

Guidance Rooted in Professional Judgment

This document was developed to support our educators in making informed, intentional decisions about the use of generative artificial intelligence in instructional planning and practice. As emerging technologies continue to reshape educational contexts, Calvert County Public Schools affirms effective technology integration begins with professional judgment, ethical awareness, and a clear focus on student learning.

This guidance frames AI use as a tool—one that requires human oversight, critical evaluation, and alignment with instructional goals. Educators are encouraged to engage with AI supported tools thoughtfully, to question outputs, and to model responsible digital citizenship for students.

Designed as a living resource evolving alongside instructional practice, policy, and emerging research, this guidance will evolve. Educators are invited to approach this work with curiosity, care, and a commitment to maintaining the human elements of teaching and learning.

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AI Terms to Know

Each of the terms defined below will be marked with an asterisk (*) when used in this document.

Artificial Intelligence: (AI): a field that empowers computers to learn, reason, and perform tasks in ways that resemble human intelligence.

Chatbot: software application or web interface designed to mimic human conversation through text or voice interactions.

Deepfake: synthetic media that have been digitally manipulated to replace one person's likeness convincingly with that of another.

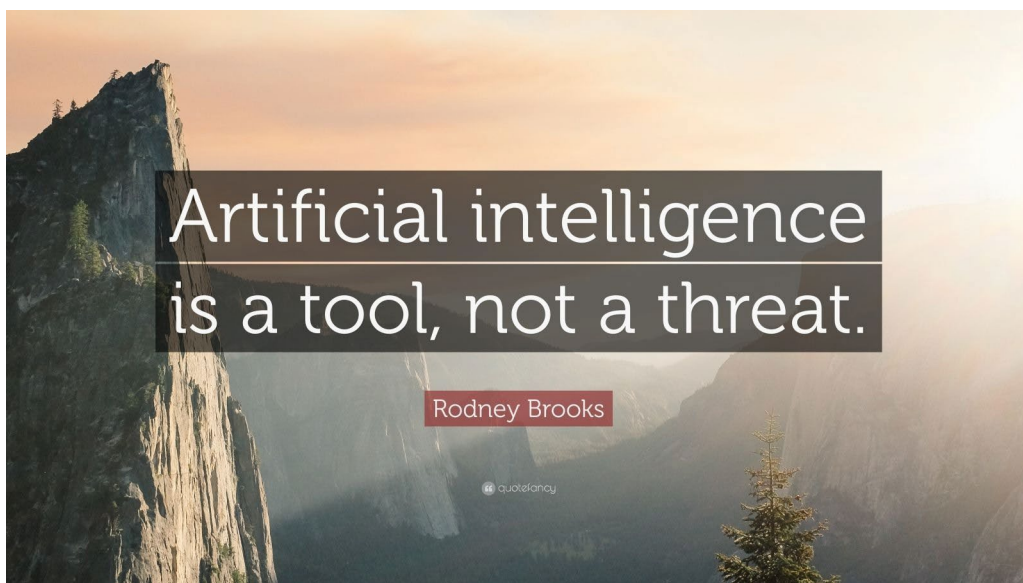
Generative AI: a category of artificial intelligence designed to generate various types of content such as text, images, music, video, computer code, etc. Generative AI models are trained on large datasets and learn patterns, which enable the model to create novel content in response to a prompt that mimics the style or substance of the training data.

Hallucination: confident response by an AI tool that does not seem to be justified by its training data. A hallucination is when an AI model creates something that is not real and not based on its own data.

Humans in the Loop: an approach that requires human input and oversight in the development and operation of AI systems. This process refers to humans being actively involved in the decision-making process of the AI model.

Prompt: the initial input provided to an AI model to generate a response. This can be a question, statement, instruction, or any form of text that directs the AI model to produce a relevant and coherent output.

Training Data: the initial dataset used to train machine learning algorithms. It serves as the foundation for creating and refining machine learning models. It teaches the model what possible outputs could look like.



Source: <https://quotefancy.com/quote/1613191/Rodney-Brooks-Artificial-intelligence-is-a-tool-not-a-threat>

What is Artificial Intelligence (AI)?

Artificial Intelligence (AI)* refers to rapidly evolving computer systems that are trained to automate tasks normally requiring human intelligence. "Generative AI"* refers to tools, such as Copilot, ChatGPT, Khanmigo, MagicSchool, and Adobe Express, that can provide users with "new" content, such as text, images, code, or music, based on patterns from their training data sources. As defined by federal statute, artificial intelligence is a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments (15 U.S. Code, sec 9401(3)).

The Basics of AI

Data and Algorithms:

- Large Data Sets: AI systems are trained on massive amounts of data. This data can be anything from text and images to sensor readings or historical records.
- Intelligent Algorithms: These algorithms process the data, identifying patterns, relationships, and features within it.

Machine Learning:

- Learning from Data: AI leverages machine learning techniques. These algorithms learn from the data by adjusting their internal parameters.
- Behavior Patterns: By recognizing behavior patterns within the data, AI systems can make predictions, classify objects, or generate new content.

Types of AI:

- Narrow AI: Also known as weak AI, this type focuses on specific tasks. Examples include voice assistants like Siri and Alexa.
- Generative AI*: Programs like ChatGPT and Copilot fall into this category. They learn from vast data sources to create new content that can appear human-made. ChatGPT engages in text conversations, while Adobe Express generates images from text instructions.

Applications:

- Recommendation Algorithms: AI powers recommendation systems, such as Amazon suggesting products based on your buying habits.
- Social Media: Facebook and X use AI to decide which posts to show users.
- Content Creation: Generative AIs create videos, music, and art.

Challenges and Concerns:

- Bias: AI is susceptible to biases from its training data*, including sexism or racism.
- Rapid Development: Experts worry about AI's rapid growth and educating users on potential dangers.
- Hallucinations*: AI can be wrong and can make things up.

In summary, AI combines data, algorithms, and learning techniques to mimic human intelligence. While AI holds immense potential, humans remain responsible for development and ethical considerations that are essential to harness its power safely.



Guiding Principles for AI Use

1. Use AI to help all of our students achieve their educational goals.

AI can help reach our collective goals, including improving student learning, teacher effectiveness, and school operations. AI resources will be universally accessible, focusing especially on bridging the digital divide among students and staff. CCPS is committed to evaluating AI tools for biases and ethical concerns, ensuring they effectively serve our diverse educational community.



2. Reaffirm adherence to existing policies and procedures.

AI is one of many technologies used in our schools, and its use will align with existing processes to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content. Personally identifiable information should not be shared with AI systems. CCPS will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

3. Explore the opportunities of AI and address the risks.

Staff will work to understand the ever-evolving benefits and risks associated with the use of AI. Benefits could include reducing teacher workload of administrative tasks, while risks may include hallucinations*, misinformation, and bias.



ACADEMIC



INTEGRITY

4. Advance academic integrity while using AI.

Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Staff will model crediting AI sources, and students will be expected to credit AI tools and exhibit honesty in presenting work that is genuinely their own for evaluation and feedback.

5. Maintain student and teacher agency when using AI tools.

AI tools can provide recommendations or enhance decision-making, but staff and students will serve as “critical consumers” of AI and lead any organizational and academic decisions and changes. Staff will be responsible and accountable for pedagogical or decision-making processes while AI systems may inform decision-making.



6. Educate our staff and students about AI.

Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students’ futures. Students and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, when not to use it, and how it works, including foundational concepts of computer science and other disciplines. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.

7. Commit to continued monitoring and evaluation of our district's use of AI.

Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and guidance.

REVIEW &



RE-EVALUATE

Responsible Use of AI Tools

CCPS recognizes that responsible use of AI will vary depending on the context, such as a classroom activity or assignment. In collaboration with the Departments of Instruction, Special Education, and Information Technology, teachers will clarify if, when, and how AI tools will be used in the classroom for teaching and learning. Staff are encouraged to use the [Maryland Digital Learning Standards for Educators](#) as a guide to being both an empowered professional and a learning catalyst. AI tools must be vetted for compliance with applicable laws and regulations regarding data security and privacy through the existing [Software Request Form](#) approval process. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Below are some examples of responsible uses that serve educational goals.~

Student Learning Aiding Creativity

Students can harness generative AI* to enhance their own creativity with brainstorming and topic suggestions across diverse subjects, including writing, visual arts, and music composition.

Collaboration

Generative AI tools can support learning by contributing concepts, supplying research support, and identifying relationships between varied information.~

Communication

AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.~

Content Creation and Enhancement

AI can help generate personalized study materials, summaries, quizzes, and visual aids; help students organize thoughts and content; and help review content.~

Tutoring

AI tools have the potential to provide round the clock one-to-one tutoring support, answer questions, help with homework, and supplement classroom instruction.~

Can I Use AI on this Assignment?

Level of AI Use	Description
NO AI Use	This assessment is completed entirely without AI assistance. AI must not be used at any point. This level ensures students rely solely on their own knowledge, understanding, and skills.
AI Assisted Ideas	No AI content allowed in final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas to improve work.
AI Assisted Editing	No new content can be created using AI. AI can be used to make improvements to clarity or quality of student created work to improve the final output.
AI for Specific Task Completion	AI is used to complete certain elements of the task, as specified by teacher. Critical engagement with AI is required to evaluate output. Student is responsible for human oversight and evaluation of AI generated content.
Full AI Use with Human Oversight	Student may use AI throughout assessment to support work in any way deemed necessary. AI should be a "co-pilot" to enhance human creativity. Student is responsible for human oversight and evaluation of AI generated content.

Adapted from North Carolina: K13 AI Guidelines: <https://drive.google.com/file/d/1uVlbepQrNDfmIrj9sbFKY9k9o3wJa2Zi/view>



Responsible Use of AI Tools

Teacher Support

Content Development and Enhancement

Generative AI can assist educators by differentiating CCPS curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice aligned to curriculum based on student needs and individual proficiency levels.

Assessment Design and Analysis

In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI may assist teachers with diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers are ultimately responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.

Continuous Professional Development

Generative AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, and suggesting collaborative projects between subjects or teachers. AI models can serve as practice students for teachers and can create simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.

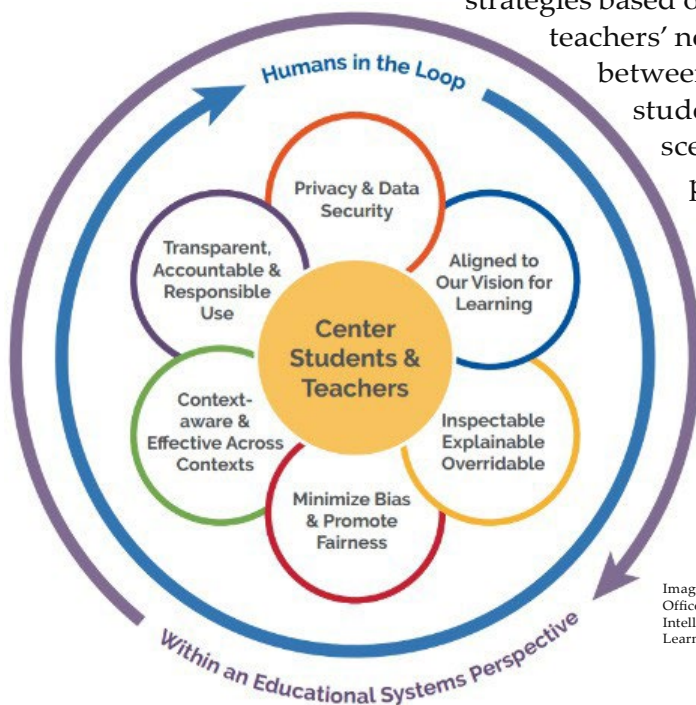


Image from: U.S. Department of Education, Office of Educational Technology, Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations.

Research and Resource Compilation

AI can help educators by recommending resources, books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management and Operations

Communications

Generative AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.

Operational Efficiency

Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.

Learning Management Systems (LMS)

AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

Potential Instructional Strategies in K-12 classrooms

Opportunity	Example(s)
Simulate Experts, Peers, and Graders	Generative AI* tools can simulate expert responses, peer feedback, or even grade student work. This allows students to receive multiple perspectives and learn from a diverse group of sources.
Course Design and Personal Chatbots*	Teachers can use generative AI tools to aid in creating course materials, design assignments, and even develop personal chatbots that assist students with questions or provide additional resources.
Beyond Text	Generative AI is not limited to text alone. It can generate visual aids, images, code, simulations, and more. For instance, it can help explain complex concepts through visual representations.
Motivator	Generative AI can offer games and challenges to extend student learning. For example, teachers or students can create a prompt requesting ideas on how to extend students' learning after providing a summary of the current level of knowledge.
Prompt Design	Crafting effective prompts is critical to education. Writing detailed prompts while using generative AI produces meaningful results and specific responses from the tool. The quality of prompt input directly impacts the output.
Reducing Errors	Generative AI models are based on probability, and therefore errors can occur. Detailed prompt engineering and a continued balance of humans in the loop* can help minimize these errors.
Augmenting Student Creativity	Generative AI models can augment student creativity. For example, it can assist students in refining project prototypes or polishing final drafts.

Crediting AI Sources

The use of any AI resource (CoPilot, ChatGPT, etc.) should be cited as a reference.

Formal Citations:

If a formal citation is expected, both the MLA and APA provide guidance on their websites for creating citations. Currently most online citation tools do not include AI in their options. You can prompt an AI tool to create a citation, but as with anything else, the user will need to verify the details and formatting are correct.

Traditional Citation Guidelines:

- MLA format - <https://style.mla.org/citing-generative-ai/>
- APA format - <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

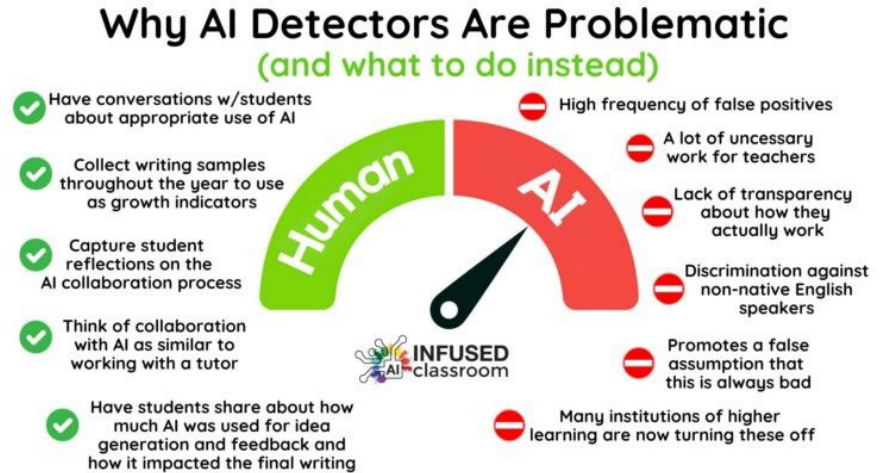
Example disclosure statements:

- "Created by John Doe with editing assistance from ChatGPT."
- "I used Google Gemini to help me brainstorm ideas for my project."
- "I used ChatGPT to help me organize my thoughts into a finished product."
- "Image created with Adobe Express. Prompt: 'create a cartoonish image of a frog on a lily pad surrounded by cattails. 16:9 Make it bright and colorful so young children would enjoy it.'"



Prohibited Use of AI

While CCPS recognizes the benefits of AI in education, there are risks that must be recognized. Below are prohibited uses of AI tools and the measures staff can take and help students understand to help mitigate the associated risks. Staff should keep these considerations in mind when working with AI tools.



<https://www.hollyclark.org/2023/09/22/why-ai-detectors-are-problematic-and-what-to-do-instead/>

Student Learning Plagiarism

Staff and students should not utilize or copy from any online source, including generative AI, without prior approval and adequate citation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Staff will be clear about when and how AI tools may be used to complete assignments and will restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of the Calvert County Code of Student Conduct Handbook will continue to be applied.

Bullying/Harassment

Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. Creating and sharing deepfakes* is prohibited. All users are expected to employ these tools solely for educational purposes, always upholding values of respect, inclusivity, and academic integrity.

Dependency on AI

Generative AI will not be used as the primary means for demonstrating learning or understanding. Generative AI is a supplementary tool rather than a replacement for human judgement and critical thinking skills. Staff will not use generative AI as the primary basis for making evaluative decisions about progress. Staff and students are expected to verify content generated by AI before use and properly attribute source.

Unequal Access

Generative AI will not be used in a way that perpetuates or amplifies biases or discriminatory practices. If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.



Prohibited Use of AI

Teacher Support

Privacy Concerns

AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

Societal Bias

AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will be taught to understand the origin and implications of societal bias in AI. AI tools will be evaluated for the transparency and diversity of their training, and humans will review all AI-generated outputs before use.

Diminishing Student and Teacher Agency and Accountability

While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Staff must review and critically reflect on all AI-generated content before use.

School Management and Operations

Compromising Privacy

Staff will not use AI in ways that compromise teacher or student privacy or allow unauthorized data collection. Generative AI will not be used to collect, store, analyze, input, or distribute sensitive or personal identifiable information about students, staff, community members, or the public in any platform. Unapproved platforms may not be used.

Noncompliance with Existing Policies

CCPS will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how user information and prompts are used to ensure data remains confidential and is not misused.



Security, Privacy, and Safety

CCPS will implement measures to secure AI technologies against unauthorized access and misuse. All AI systems approved for use within the district will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. The approved apps and the form to request review of new tools is found here: <https://bit.ly/CalvertApps> and on the Staff Portal under Software Approval.

Staff and students are prohibited from entering confidential or personally identifiable information into any unapproved digital tools, including AI sites. Sharing confidential or personal data with an AI system could violate privacy.

CCPS Policies and Procedures related to use of AI:

[Policy 1925](#) Student Data Governance and Privacy

[Procedure 1925.1](#)

[Policy 2718](#) Responsible and Appropriate Use of Computer Systems and Other Electronic Communication Media

[Procedure 2718.1](#)

[Policy 3610](#) Students' Rights and Responsibilities in Calvert County Public Schools

[Procedure 3610.1](#)

Resources for AI Literacy

Staff are encouraged to explore use of AI and seek out professional development to enhance their practice. Resources are included in [Schoology > CCPS Technology Tools & Resources](#). Students at all levels can increase skills to boost AI literacy. In addition to [Maryland Digital Learning Standards for Students](#), and [Maryland K-12 Computer Science Standards](#) (currently under revision), below are some grade level suggestions for ways AI literacy can be enhanced in each grade span:

Elementary Grades:

- Facilitate AI awareness discussions - simple conversations about how AI is part of their daily lives, such as voice assistants, GPS, etc.
- Allow students to provide input into prompts for colors, shapes, events, etc. in teacher/AI generated stories & images using educational tools such as Adobe Express.

Middle grades:

- View, evaluate, and create AI generated content using generative image tools in creative apps such as Adobe Express to enhance AI Literacy, creativity, collaboration, and critical thinking.
- Use 5-minute critical thinking activities (no AI use required) [AI Snapshots for Gr. 7-8](#) by aiedu.org
- Explore Common Sense Media: [AI Literacy Lessons G. 6-12](#)

High school:

- Guide students through responsible use of generative AI tools as a learning partner to expand their own creativity and critical thinking abilities.
- Use 5-minute critical thinking activities (no AI use required) [AI Snapshots for Gr. 9-12](#) by aiedu.org
- Maintain a prompt library to evaluate prompts used.



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