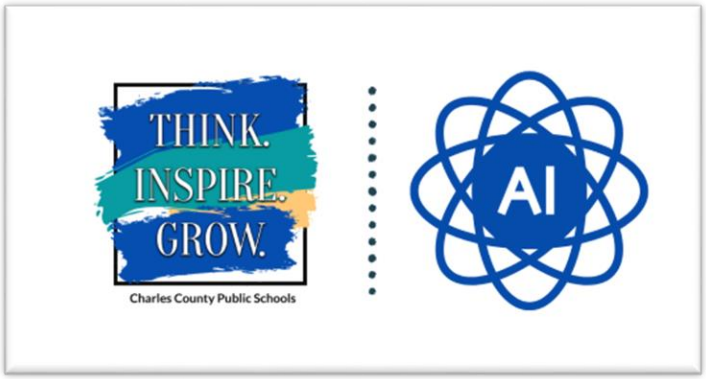

Charles County Public Schools

Artificial Intelligence and Emerging Technology Guidance

Last updated: February 5, 2026

Authors and Contributors:
Charmaine Thompson, Chief Technology Officer
Lora Bennett, Executive Director of IT Strategy
Laura Metz, Instructional Technology Specialist
Representatives from the 2024-2025 CCPS AI Task Force
Directors and Specialists from the Office of Teaching and Learning

We Want Your Feedback:
Please use this form to provide feedback on the guidance, including how you have used it. Your responses will inform updates in the future.

Citation:
Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [January 2025].

Artificial Intelligence and Emerging Technology Guidance

Charles County Public Schools (CCPS) is committed to preparing students for success in a rapidly evolving digital world. The *Artificial Intelligence and Emerging Technology Guidance* reflects the school systems' core values by promoting equitable, safe, and inclusive use of technology including Artificial Intelligent (AI) to enhance teaching, learning, and school system operations. This guidance upholds the school systems' belief in high expectations, mutual respect, and meaningful collaboration with all stakeholders—ensuring that emerging technologies are integrated responsibly to support academic excellence, operational efficiency, and lifelong learning for every student.

As of October 2025, **33 U.S. states and Puerto Rico** have published official guidance or policy documents addressing the use of artificial intelligence in K–12 education. This reflects rapid growth from earlier in 2025, when approximately 25 state departments of education had released guidance. For a current list and links to state resources, see AI for Education's State AI Guidance tracker.

The Maryland State Department of Education (MSDE) has launched the Introduction to Artificial Intelligence Hub to support educators, students, and families in building foundational AI literacy. While this is not formal policy or statewide guidance, the hub provides curated resources including an overview of how AI works and its impact on education, classroom integration strategies for educators, family guidance articles, student-focused tools, and an AI glossary. MSDE has also developed a free, self-paced Beginner's Guide to AI for Educators course for Maryland teachers, with additional modules for families, students, and prompt engineering in development.

1. Table of Contents

2. Purpose

The purpose of this guidance is to establish guiding principles for the ethical, responsible, and strategic integration of emerging technologies, including artificial intelligence (AI), in support of teaching, learning, and operational excellence across CCPS. The document will particularly focus on generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Copilot, ChatGPT, Gemini, Midjourney, and DALL-E, that can produce new content, such as text, images, or music, based on patterns they've learned from their training data.[1] This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. Think of it as teaching a computer to be creative based on examples it has seen. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, biased, or incomplete.

3. Scope

This guideline applies to all Charles County Public Schools students, employees, and affiliates with access to network resources for instructional planning, classroom instruction, feedback, student process and product work, and administration processes. It covers all approved AI tools used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. Use of AI tools with students will vary by grade level and developmental appropriateness, with specific guidance provided for elementary learners in a later section. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

[1] OpenAI. (2023). ChatGPT (September 25 Version) [Large language model]. https://chat.openai.com

4. Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, staff and student agency, academic integrity, and security. CCPS plans to create internal resources to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.**
   We will use AI where it meaningfully supports learning, teaching, and operations. When appropriate for the age group, we will share tools that increase access. We will also review AI tools for fairness and bias to ensure they meet the needs of our community.

2. **We commit to upholding existing policies, regulations, and our CCPS educational vision.**
   AI will be used in line with our current rules and procedures to protect student privacy, support accessibility, and prevent harmful content. We will not share personal staff or student information with public AI tools. We will review all technologies regularly to make sure they meet these standards.

3. **We educate our staff and students about AI.** We will provide support to help staff and students understand what AI is, how it works, and when and how to use it appropriately. These skills are important for learning and for the future.

4. **We explore the opportunities of AI and address the risks.** We will look for ways AI can support education while being careful about the risks, like misinformation and bias. We'll decide how and when to use AI based on what's best for learning and safety.

5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both staff and students. Students shall be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own.

6. **We maintain staff and student 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. People remain responsible and accountable for pedagogical and operational decisions, even in cases where AI tools are used to inform those processes.

7. **We commit to auditing, monitoring, and evaluating our schools' 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 practices.

5. Responsible Use of AI Tools

Artificial intelligence (AI) has the potential to enhance teaching, learning, and operations when implemented thoughtfully and responsibly. CCPS is committed to ensuring that any use of AI aligns with federal, state, and local laws—including those related to data privacy, accessibility, civil rights, and academic integrity.[2] Digital tools used by students, including those that incorporate AI, will go through a digital tool vetting.

CCPS recognizes that responsible uses of AI will vary by context, such as classroom activity or assignment. Teachers will clarify if, when, and how AI tools may be used, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use shall be guided by the specific parameters and objectives defined for an activity.[3] Below are some examples of responsible uses that serve educational goals.

Student Learning

- **Support for Multilingual Learners:** AI tools can provide limited, real-time language support—such as translations, personalized practice, or simulated conversations—to help multilingual learners (MLs) access content. However, these tools shall only be used as supplemental aids and must not replace direct instruction in English. Educators of MLs must still use the approved SIOP model to modify content instruction in English to meet the language needs of MLs.
- **Content Creation and Enhancement:** When approved, AI can generate personalized study materials such as summaries, quizzes, and visual aids and help students organize thoughts and ideas related to various content areas.
- **Tutoring:** AI technologies have the potential to expand access to one-to-one tutoring and academic support, making personalized learning available to more students. Approved AI-powered virtual teaching assistants may provide on-demand support, answer questions, assist with homework, and supplement classroom instruction
- **Grammar and Style Checking (Final Stage of Revision):** AI may be used as a final step in the writing process with teacher approval and guidance to identify grammatical errors or stylistic issues after a student has completed their own substantive revision. Students are expected to critically evaluate and understand AI-generated suggestions rather than accept them automatically, reinforcing responsible use and deeper learning.

[2] U.S. Department of Education, Office of Postsecondary Education, "Dear Colleague Letter: Use of Artificial Intelligence in Schools," July 22, 2025, https://www.ed.gov/media/document/opepd-ai-dear-colleague-letter-7222025-110427.pdf.

[3] Gallagher, H. A., & Cottingham, B. W. (2023, June). The urgent need to update district policies on student use of artificial intelligence in education [Commentary]. Policy Analysis for California Education. https://edpolicyinca.org/newsroom/urgent-need-update-district-policies-student-use-artificial-intelligence-education

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers are ultimately responsible for evaluation, feedback, and grading. Uploading student work to an external AI tool or platform without ensuring compliance with FERPA, CCPS data privacy policies, and approved digital tool vetting procedures is not allowed.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods. CCPS will work towards building a relevant bank of resources to support various subject areas as they embed AI in teaching and learning.
- **Instructional Productivity and Workflow Support:** AI tools, including voice assistants, can help educators streamline daily tasks such as organizing lesson materials, setting reminders, and managing schedules. These tools support teacher wellness and effectiveness by reducing administrative burden and enhancing time management.

School Management and Operations

- **Communications:** While AI tools are valuable for drafting and enhancing communications within the school community, their use in language translation is acceptable only when the resulting translations undergo thorough human review to ensure linguistic accuracy and culturally appropriate.
- **Operational Efficiency:** AI-powered systems can improve school operations by streamlining administrative tasks such as course scheduling, inventory tracking, and facilities management. These tools can also support data-informed decisions that lead to greater efficiency, including optimizing energy usage and resource allocation.
- **Operational Safety:** AI can enhance operational safety in schools by supporting real-time communication, streamlining emergency planning, and assisting in rapid decision-making—while ensuring ethical use that protects staff and student privacy. Additionally, AI tools integrated into platforms like Microsoft can support monitoring, compliance,

and incident response by generating alerts, detecting anomalies, and enabling timely interventions in collaboration with school security systems.

- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

6. Prohibited Use of AI Tools

As we explore the benefits of AI in education, it's equally important to address risks. The following uses are prohibited and require careful oversight to ensure compliance with laws, policies, and ethical guidelines.

General Use

- Do not input personally identifiable information (PII), protected health information (PHI), or confidential data.
- Do not upload internal documents (e.g., legal work, unreleased communications, or student/staff conversations), even if anonymized or temporary.
- Do not use AI to classify, profile, or make decisions about individuals based on protected characteristics.
- Do not use AI tools without human review. All outputs—especially translations—must be evaluated for accuracy, context, and fairness, especially in high-stakes or sensitive situations.
- Do not rely on AI to replace professional judgment, critical thinking, or original work.

Student Learning

- Do not use AI to generate, complete or submit student work unless explicitly permitted with attribution. Academic integrity policies apply.
- Do not use AI for school system common assessments or state-mandated tests (e.g., MCAP, MISA, or ACCESS).
- Do not use AI for bullying, harassment, or media manipulation. Tools must be used respectfully and only for educational purposes when allowed by your teacher.

Note: Student use of AI tools may not be appropriate or permitted at all grade levels and subject areas. In elementary settings, student use is limited, teacher-directed, and aligned with developmental readiness and data privacy laws.

Teacher Support

- Do not rely on AI for assigning final grades or feedback unless approved by the Office of Teaching and Learning.
- Do not use AI detection tools as the sole method for identifying plagiarism or cheating.

- Acknowledge and address bias in AI tools. All tools must meet CCPS standards for data privacy, safety, and accessibility.
- AI must not replace teacher expertise. All outputs shall be reviewed before use in instruction or assessment.

School Management and Operations

- Do not use AI to make decisions related to hiring, personnel evaluation, or staff performance.
- Do not use AI to determine student placement, program eligibility, or enrollment decisions.
- ∉ Do not allow AI tools to collect unauthorized data or compromise staff or student privacy.
- ∉ AI may be used for data insights, such as identifying support needs or career pathways, but not to automate final decisions.

7. Special Consideration: AI in the Elementary Classroom

Elementary guidelines prioritize hands-on learning, critical thinking, accessibility, and screen-time limits aligned with best practices and developmental readiness.

PreK–Grade 2: No Student Use of AI for Work Completion

In PreK through Grade 2, CCPS prioritizes hands-on learning, social interaction, and developmentally appropriate instruction. Consistent with developmental research and guidance on early childhood media use, students in these grades do not use AI tools to generate, complete, or replace their own academic work.

AI may be present only in limited, adult-directed or system-embedded ways that support instruction, assessment, or accessibility. At this grade level, students may interact with non-generative, instructional AI tools—such as adaptive tutoring or literacy programs—under teacher supervision. Students do not independently use generative AI tools to create or complete academic work. These instructional AI tools may assist educators in monitoring progress, providing feedback, or supporting early math, reading, and language development, but they do not replace student thinking, creativity, or human-guided instruction.

Grades 3–5: Introduction to AI with Teacher-Directed Use

As students develop more advanced thinking and begin engaging in abstract reasoning, CCPS supports early **awareness and approved introductions of AI concepts**. Instruction shall focus on helping students understand the role of AI in their world, in safe and age-appropriate ways that support critical thinking and media literacy.

- AI tools must be aligned with CCPS approved curriculum which ensures content moderation layers are filtered for appropriate content before appearing to a student.
- Integrate guided discussions and structured activities to introduce:
    - What AI is and how it works.
    - Examples of how AI is used in everyday life.
    - Responsible use of technology, including fairness, privacy, and originality.
- Use books, visuals, roleplay, or classroom analogies to foster curiosity without increasing screen time.
- Reinforce that AI is a tool created by people—it can be helpful but is not always correct and should never replace original thinking or be used to generate work that the student should produce.
- Monitor all student-AI interactions to ensure use and intervene if needed. Unexpected AI answers are framed as teacher moments for discussion of AI limitations and ethics.

Future Opportunities and Supports

As AI tools evolve and become safer for younger users, future opportunities for integration may include:

- **Accessibility Support**: Tools like text-to-speech and speech recognition that help students with diverse learning needs access content.
- **Language Development**: Translation or conversational tools to support multilingual learners in building confidence and comprehension.
- **Personalized Learning**: Adaptive recommendations for games, stories, or practice activities aligned to student interests and needs.
- **Literacy Support**: Natural language tools that eventually support reading fluency, vocabulary development, and writing—used only with appropriate safeguards.
- **Early Intervention Signals**: AI-powered systems to assist adults in identifying early academic or social-emotional needs for timely support.

CCPS remains committed to nurturing the unique spark of human innovation by preparing elementary students for a future that includes AI, while ensuring that learning is developmentally sound, inclusive, and grounded in strong educational values.

8. Special Consideration: AI in Special Education

The Special Education Department recognizes the growing potential of AI tools to support educators in designing high-quality instruction, managing compliance tasks, and improving efficiencies in IEP development and documentation. When used responsibly, AI can help reduce educator workload and enhance personalization for students with disabilities.
The guidance aligns with:

- MSDE Strategic Initiatives encouraging responsible innovation and instructional use
- FERPA/IDEA Privacy Guidance governing the confidentiality of educational records

8.1 Acceptable Uses of AI in Special Education

AI may be used by trained staff across the following areas:

IEP Development and Documentation

- Drafting Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Generating measurable goals and objectives based on student needs and data
- Drafting accommodation/modification templates aligned with IEP frameworks
- Supporting Prior Written Notices (PWN), parent correspondence, and case summaries

Note: All AI-generated language must be reviewed and edited by certified special education personnel prior to finalization and presentation at IEP meetings.

Instructional Planning and Differentiation

- Generating scaffolded lesson materials tailored to IEP goals
- Creating multiple representation formats (visuals, simplified texts, summaries)
- Developing practice problems, study guides, or accessible writing prompts
- Identifying assistive technologies and supports for learning

Note: AI must be used to complement—not replace—teacher professional judgment and evidence-based instructional strategies.

Case Management and Workflow

- Automating reminders for IEP timelines, reevaluations, or progress reports
- Organizing compliance checklists or data summaries for review
- Producing drafts of service logs or team meeting agendas

Note: Staff remain responsible for verifying accuracy, timeliness, and completeness of all documentation.

8.2 FERPA, Confidentiality, and Data Security

The use of AI must fully comply with federal and state confidentiality regulations:

- Personally Identifiable Information (PII) must not be entered into unapproved AI tools or platforms (e.g., public-facing AI chatbots).
- Only CCPS-approved systems that meet FERPA and MSDE cybersecurity requirements may be used for student-specific data.
- Staff must not upload IEPs, student names, ID numbers, health data, or behavioral records into third-party or non-secure AI platforms.
- When in doubt, default to general prompts using non-identifiable context.

8.3 Professional Learning and Implementation Expectations

To ensure consistency and responsible practice, the school system will provide:

- Training for special educators/case managers on AI capabilities, limitations, and compliance risks
- Sample use cases and approved templates for integrating AI into routine workflows

Ongoing technical assistance through Department of Special Education, in coordination with the Office of Technology. Each school-based team is encouraged to pilot AI use within the parameters of this guidance. Teams shall document their use and participate in regular reflection and sharing opportunities to build collective knowledge.

8.4 Oversight, Review, and Continuous Improvement

- Principals, Department Chairs and Team Leaders are responsible for ensuring that staff using AI adhere to these expectations.
- The school system will monitor emerging MSDE guidance and adjust as needed.
- Feedback from school teams will inform future training and the expansion of AI use.
- Any misuse of AI, including unauthorized disclosure of student data, will be addressed under existing school system policies.

8.5 Guiding Principles for Use

In addition to the overarching school system principles for AI use in education, the following guiding principles ensure that AI tools and practices respect and support the rights and needs of students receiving special education services:

- **Student-Centered:** AI tools must be used in ways that align with the individualized goals, accommodations, and learning contexts outlined in each student's IEP or 504 Plan.
- **Educator Oversight:** All AI-generated materials or supports intended for students with disabilities must be reviewed and refined by educators to ensure accuracy, appropriateness, and instructional relevance.
- **Ethical Use:** AI should be used to enhance access, communication, and learning while upholding the dignity, privacy, and legal protections of students with disabilities.

9. Special Consideration: Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.[4]

- Teachers may allow limited use of generative AI on certain assignments or parts of assignments. Unless a teacher clearly explains when and how AI may be used, students should assume AI use is not permitted.
- Teachers should not rely solely on AI detection tools to identify plagiarism or cheating. These tools are not always accurate and uploading student work to personal or unapproved AI sites is not allowed.
- If a student uses an AI tool, its use must be disclosed and explained. As part of the disclosure, students may cite their use of AI using one of the following resources:
    - MLA Style - Generative AI
    - APA Style - ChatGPT
    - AI reflection

> *Sample language to consider when reviewing your Academic Integrity Policy: AI tools may be used for identifying potential sources relevant to a research topic but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.*
>
> 💡 *Current Code of Conduct Technology Guidelines: Legal Considerations*
>
> - *Students may not plagiarize the work of others and must give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music and text.*

10. Special Consideration: Security, Privacy, and Safety

CCPS will implement reasonable security measures to protect AI technologies from unauthorized access and misuse. All new digital tools are evaluated for compliance with applicable laws and regulations, including accessibility, data protection, privacy, and online safety. Staff and students are prohibited from entering confidential or personal information into unapproved AI tools or platforms. Sharing such data with unauthorized AI tools potentially violates privacy laws and user agreements.

[4] International Center for Academic Integrity [ICAI]. (2021). The Fundamental Values of Academic Integrity. (3rd ed). https://www.academicintegrity.org/aws/ICAI/pt/sp/values

11. Sample Letter to Parents and Guardians on the Use of AI

A letter to parents and guardians will engage families in the education system's vision and recommendations for the use of AI in schools. This is an example for illustrative purposes and may be customized.

Dear Parents and Guardians,

As emerging technologies like artificial intelligence (AI) become more prevalent, our school system is proactively developing principles to guide the safe, effective, and responsible use of these tools for student learning. After careful consideration, we have established the following principles:

- **Helping Students Learn:** Charles County Public Schools (CCPS) is exploring how AI can support classroom learning and school operations. Any AI tools used will be age-appropriate and support student success.
- **Protecting Student Privacy:** CCPS follows all privacy laws. CCPS does not share student information with AI tools unless required and protected. All tools must meet school system standards for privacy, safety, and accessibility.
- **Teaching AI Awareness:** Students and staff will learn how to use AI responsibly. This includes understanding how AI works, when it's helpful, and how to use it appropriately.
- **Keeping Work Original:** Students are expected to complete their own work. If AI is explicitly allowed by the teacher, students must follow school rules about honesty, giving credit, and using tools the right way. Elementary students are not allowed to use generative AI to complete work unless aligned to district approved curriculum, and all student-AI interactions shall be monitored.
- **People Make the Final Call:** AI can assist, but students, teachers, and staff remain in charge of decisions. Technology supports—not replaces—the people in our classrooms.
- **Checking for Updates:** CCPS will regularly review how AI is being used in educational settings and make updates to our guidance and training as needed.

Want to learn more?

Visit CCPS Artificial Intelligence Resources to keep up to date and find relevant resources for families. The goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. CCPS embraces these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together.

12. Sample Letter to Staff on the Use of AI

Administrators and teachers will collaborate to determine how AI is used in classrooms, and teachers will play a critical role in monitoring the impact of AI tools on students and learning. Administrators will share clear guidance for teacher roles and practices. A letter to staff can accompany guidance to help summarize and outline their specific roles and responsibilities. Issuing such guidance is most effective when coupled with professional development. This is an example for illustrative purposes and may be customized.

Dear Teachers and Staff,

As Charles County Public Schools (CCPS) continues integrating artificial intelligence (AI) into teaching and learning, CCPS wants to ensure that our practices align with the school system's values and expectations. Generative AI tools offer opportunities to support student creativity, differentiate instruction, and streamline workflows—but they must be used thoughtfully and responsibly.

To support your work, please review two key resources:

- The CCPS AI Guidance for Schools document, which includes expectations for AI use, instructional examples, and tools for teaching students to cite and reflect on use of AI.
- The CCPS-Approved Digital Tools List, which identifies tools that meet our data privacy, accessibility, and instructional criteria.

These resources are available on our internal staff hub and are updated regularly.

Please be clear with students about your expectations around AI use. Let them know when and how AI tools may be used in your classroom, and when they are not permitted. Encourage students to reflect on their use of AI and cite it appropriately—especially when used to support writing, idea generation, or revision. These are important habits as students develop digital literacy and academic integrity.

As a reminder, under FERPA and CCPS policy, no student data shall be entered into unapproved AI tools. If a tool is not listed on the CCPS-Approved AI Tools list, it may not be used for instruction that involves student interaction or data input.

CCPS is exploring opportunities for professional learning throughout the year to support the effective use of AI in the classroom. Thank you for your thoughtful approach to these evolving tools and for helping prepare students to use them safely and ethically.

13. Sample Student Disclosure on the Use of AI

Teachers can promote responsible and transparent AI use by incorporating an AI Use Disclosure as part of assignment or project submissions. This reflective tool encourages students to document how AI contributed to their work, reinforcing academic integrity and supporting the development of AI literacy. These disclosures can be embedded in digital assignments, project rubrics, or portfolio reflections. This approach can be adapted to fit classroom routines and grade levels.

Disclosure on the Use of AI

AI Use Disclosure for Assignments and Projects

Teachers can choose from the suggested reflection questions below to add to assignments when AI use is allowed. These questions help students reflect on how they used AI tools during their work and promote transparency, academic integrity, and responsible use. They can be included at the end of an assignment or project to guide discussion and understanding.

1. **Did you use any AI tools to support your work on this assignment/project?**
   ☐ Yes
   ☐ No
   If yes, which tool(s) did you use?
2. **What did you use the AI tool(s) for?** (Check all that apply)
   ☐ Brainstorming ideas
   ☐ Outlining or organizing thoughts
   ☐ Generating text or rewriting sentences
   ☐ Checking grammar or spelling
   ☐ Summarizing content
   ☐ Translating or rephrasing
   ☐ Coding support
   ☐ Other (please explain): _____
3. **How did you review and revise the AI-generated content before including it in your final submission?**
   (Short answer)
4. **What parts of the assignment are fully your own thinking, writing, or creation?**
   (Short answer)

14. Sample Middle School Guidance (Grades 6-8)

14.1 Core Principles for AI Use (Student Guidelines)

- **AI is a Helper, Not a Doer:** Use AI to support thinking, but your own ideas and writing are what matter.
- **Be Honest About Using AI:** Always let your teacher know how you used AI in your assignment.
- **Think Carefully About What AI Tells You:** Check facts with other sources and decide if the information makes sense.
- **Learning Comes First:** AI will support your learning—not do the work for you.
- **Protect Your Information:** Do not enter personal or private information into any AI tool.

14.2 Teacher Guidelines for AI Use in Assignments

- **AI Use Level**: Indicate if use is *allowed, limited, or not allowed*.
- **If Allowed:**
  - Be specific about what students can use AI for (e.g., brainstorming arguments).
  - Emphasize originality for analysis, writing, or decision-making.
- **If Not Allowed:**
  - Explain how using AI would prevent important learning steps and skill acquisition.
- **Disclosure:** Require students to complete a disclosure reflection at the end of the assignment explaining how they used AI.

14.3 Assignment Examples

Math Assignment:

- AI Use: Not allowed for math problems.
- Student Work: All math work must be your own work.
  Disclosure: Not applicable.

Persuasive Essay on School Uniforms:

- AI Use: Limited—OK for brainstorming arguments.
- Student Work: Write in your own words and explain your thinking.
- Disclosure: "I used AI to brainstorm some arguments for my essay."

Science Lab Report:

- AI Use: Not allowed for writing observations or conclusions; OK for learning about the topic.
- Student Work: All lab details must be your own work.

- Disclosure: Not applicable.

Historical Timeline Project:

- AI Use: OK for dates; students must verify them elsewhere.
- Student Work: Choose and describe events in your own words.
- Disclosure: "I used AI to find some of the dates and checked them in a book too."

15. Sample High School Guidance (Grades 9-12)

15.1 Core Principles for AI Use (Student Guidelines)

- **AI is a Tool to Assist Learning**: It can support brainstorming and research, but your own analysis and ideas are required.
- **Be Transparent About AI Use:** Academic integrity means clearly explaining how you used AI.
- **Critically Evaluate AI Output**: Review for accuracy, bias, and relevance. Always verify with credible sources.
- **Learning Comes First:** Use AI to deepen your understanding, not replace your effort.
- **Protect Your Information:** Never enter personal, sensitive, or identifiable information into AI platforms.

15.2 Teacher Guidelines for AI Use in Assignments

- **AI Use Level:** Indicate if use is *allowed, limited, or not allowed*.
- **If Allowed:**
  - Be specific about what students can use AI for (e.g., brainstorming arguments).
  - Emphasize originality for analysis, writing, or decision-making.
  - Cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by AI.
  - Acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
  - Take care to vet the secondary sources it cites as these maybe not be accurate.
- **If Not Allowed:**
  - Explain how using AI would prevent important learning steps and skill acquisition.
- **Disclosure:** Instruct students to write a short explanation at the end of the assignment explaining how they used AI. As part of the disclosure, students will be directed to cite their use of an AI system using one of the following resources:
  - MLA Style - Generative AI

- APA Style - ChatGPT

15.3 Assignment Examples

Math Assignment:

- AI Use: Very Limited—OK for exploring when all avenues of student attempts have been exhausted.
- Student Work: All student work is original and AI was used to deepen understanding of a concept or skill rather than completing the assignment questions.
- Disclosure: "I used AI when I was stuck and forgot how to complete the process."

Literary Analysis Essay:

- AI Use: Limited—OK for exploring themes or identifying articles.
- Student Work: All thesis, analysis, and conclusions must be original.
- Disclosure: "I used AI to brainstorm initial ideas about [theme] in [text]."

Research Paper on a Social Issue:

- AI Use: Limited—OK for question development and factual summaries.
- Student Work: You must analyze, verify, and interpret findings yourself.
- Disclosure: Describe how AI was used and what prompts you gave.

Computer Programming Project:

- AI Use: Limited—OK to understand syntax or find examples.
- Student Work: Logic and implementation must be your own; don't use code you don't understand.
- Disclosure: Explain any AI use and what you learned from it.

World Language Support:

- AI Use: Limited – OK to enhance language learning to support instructional goals and enhance students' overall language skills.
- Student Work: All student work is original, and AI was used to deepen understanding of language skills or cultural concepts, rather than simply completing assignments or relying on translation tools.
- Disclosure: Describe how you used AI to practice and/or enhance your authentic language development.

Resources

16. How AI Was Used in This Guidance

It would only be fitting if a guidance document that touts the benefits of AI and recommends that "its use must be disclosed and explained" would have a section dedicated to explaining how AI tools helped in its development.

Multiple generative AI tools were used to help refine the content including Copilot, ChatGPT 4.0, and Gemini. AI tools were primarily used to transform initial concepts into draft sentences for further refinement. For example, tools were frequently prompted to "Clean this up:" accompanied by a rough attempt at a sentence. Assuming the output was satisfactory, adjustments were made to fit the context of the surrounding text. Every output was thoroughly evaluated for accuracy and tone before being included in the guidance document.

Below are examples of tasks, prompts, and actions based on text created by generative AI.

Task	Prompts	Follow-up Actions
Reword text to make it clearer, more concise, or more active tense	"Summarize this in 3 sentences: [insert text]" "Write this in one sentence: [insert text]"	Copy the text and edit a few words. "Simplify the language and make it more direct"
See multiple variations of a sentence.	"Show me 5 different ways to say this: [insert text]"	Edited the tone and structure to match existing text. "Write the first one in a less technical way."

17. Humans in the Lead

We want to emphasize the importance of human creativity and collaboration in creating this guidance document. Our guidance could not have been created without the work of the 2024-2025 CCPS AI Task Force who envisioned, discussed, drafted, reviewed, and revised the resources. Effective collaboration across organizations, which included sharing ideas, examples, expertise, and learning from one another, drove the development of this guidance.

18. Additional Resources for Crafting AI Guidance and Policies

- MD AI Update - MSDE Artificial Intelligence (AI) Committee Goals
- Dear Colleague Letter: Use of Artificial Intelligence in Schools (Unided States Dept. Of Education)
- Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations (United States Dept. of Education, OET)
- Bringing AI to Schools: Tips for School Leaders (ISTE)
- Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools (CoSN, ISTE)
- Guidance for Generative AI in Education and Research (UNESCO)
- The urgent need to update district policies on student use of artificial intelligence in education (PACE)
- From reactive to proactive: Putting districts in the AI driver's seat (PACE)
- Off Task: EdTech Threats to Student Privacy and Equity in the Age of AI (CDT)

AI Literacy and Digital Literacy

- AI 101 for Teachers from Code.org, ETS, ISTE, and Khan Academy
- AI4K12 Five Big Ideas in AI
- CS4MD - Provides engaging resources, AI supports both learners and educators.
- ISTE's AI resources, including ISTE Standards: Computational Thinker (ISTE)

Citing AI Use

- MLA Style - Generative AI
- APA Style - ChatGPT

Academic Integrity

- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University

Ethical AI Procurement

- AI Tool Procurement, Implementation and Evaluation Checklist (Southern Education Regional Board)
  Media AI Ratings System (Common Sense Media)
- Emerging Technology Adoption Framework (Digital Promise)
- The Ethical Framework for AI in Education (Institute for Ethical AI in Education)

- Education Technology Industry's Principles for the Future of AI in Education (Software & Information Industry Association)
- EdSAFE AI SAFE Benchmarks (Ed SAFE AI Alliance)
- K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist (CGCS, CoSN)

AI Use Cases in Education

- How to Use ChatGPT to Enhance Active Learning (Ministry of Education in Chile)
- 100 Practical Applications and Use Cases of Generative AI (Government of the United Arab Emirates)

19. Current Regulations and/or Guidance Relevant to AI in Education

United States

- FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
- COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
- IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
- CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
- Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

20. Definitions

- **Artificial Intelligence (AI):** A machine-based system that makes predictions, recommendations, or decisions influencing real or virtual environments using machine- and human-based inputs.
- **Embedded AI Tools:** AI technologies that are integrated into existing, approved software platforms used within CCPS (e.g., Canva for Education, Microsoft Copilot, Adobe Firefly).
- **Personal Information (PI):** Information that relates to a specific individual or household, as defined by federal and state privacy laws, including educational, contact, and demographic data.

- **Stakeholders:** Students, families, employees, community members, vendors, and other individuals or groups impacted by the use of emerging technologies within CCPS.
- **AI Implementation Committee:** A cross-functional team representing instructional, operational, legal, technological, and family perspectives, responsible for guiding the responsible adoption and integration of AI at CCPS.
- **Digital Tool Vetting:** Charles County Public Schools' process for evaluating digital tools based on four criteria: Curriculum alignment, Accessibility, Responsible legal compliance, and Efficiency.
- **Multilingual Learners (MLs):** Students who are learning English in addition to their native language(s), requiring specific instructional strategies to support language development and content mastery.
- **SIOP Model:** The Sheltered Instruction Observation Protocol, a research-based and validated instructional model that addresses the academic needs of English learners.
- **PLAAFP:** Present Levels of Academic Achievement and Functional Performance; a component of the IEP that describes a student's current abilities, skills, challenges, and strengths.
- **Prior Written Notice (PWN):** A document provided to parents by the school system to explain any proposed or refused actions regarding a special education program.
- **AI Detection Tools:** Software tools designed to identify content that may have been generated by artificial intelligence, often used in academic integrity contexts.
- **Disclosure Statement:** A declaration included in student work or communications that explains how AI tools were used in the creation of the content.
- **Assistive Technologies:** Tools and devices designed to support individuals with disabilities in accessing content, communication, and learning opportunities.
- **Adaptive:** An educational method that uses technology to tailor learning experiences to the individual needs, skills, and interests of each student.