



Collier County Public Schools

AI **ARTIFICIAL
INTELLIGENCE
GUIDE**



CCPS

Collier County
Public Schools

Welcome to the CCPS Artificial Intelligence Handbook

This guide is the product of thoughtful, intentional work by the CCPS AI Work Group, a dedicated team of district leaders and staff who came together to better understand the role of AI in education and to develop clear, shared expectations for its use in our schools. Over the course of our work, the committee examined critical topics including data privacy and security, responsible use expectations for staff and students, and the importance of age-appropriate AI access. Our efforts, grounded in professional learning and collaboration, led to the development of this AI Handbook. This resource is designed to support our entire school community as we navigate this rapidly evolving landscape together.

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School Board Policy 7540.08

7540.08 — ARTIFICIAL INTELLIGENCE (AI)

The School Board recognizes the positive impact that Artificial Intelligence (AI) technology may have in the District's educational program and operations. The Superintendent is authorized to support the use of AI technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of AI technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.

Student Use of AI and Natural Language Processing Tools (AI/NLP Tools)

Utilization of AI/NLP tools is strictly prohibited for the completion of school work without the express permission/consent of a teacher. The use of AI/NLP tools undermines the learning and problem-solving skills that are essential to academic success. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission will be disciplined in accordance with the Code of Student Conduct (See Policy 5505). With prior teacher permission, students may use AI/NLP tools ethically and responsibly for the following purposes:

- A. Research assistance: AI/NLP tools can help students quickly and efficiently search for relevant information for school projects and assignments.
- B. Data Analysis: AI/NLP tools can help students analyze, understand, and interpret large amounts of data. This can be particularly useful for research projects or data analysis assignments (e.g., scientific experiments and marketing research).
- C. Language translation: AI/NLP tools can translate texts or documents into different languages, helpful for students learning a new language or studying texts written in other languages.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments, and AI-powered translation tools can help students with hearing impairments.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to — and not a replacement for — traditional learning methods. With prior teacher permission/consent, students can use such resources to help them better understand and analyze information. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific assignment, they should ask their teacher.

Violation of this policy may result in disciplinary consequences, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The administration will refer any illegal acts to law enforcement. — Revised 10/8/25

CCPS AI Implementation Roadmap

A strategic, phased approach to building AI capacity, integrating instructional tools, and enabling student access across the district.



PHASE 1 (May - July 2026) FOUNDATION & CAPACITY BUILDING

May 2026

- AI module required to be completed by all staff.

June - July 2026

- Summer training sessions for Coordinators and TSAs.
- Design AI implementation guide to ensure alignment, clarity, and best practices.

July 2026

- School-based administrators receive foundational training in AI implementation and district tools.

PHASE 2 (August - October 2026) ADULT IMPLEMENTATION & INSTRUCTIONAL USE

August 2026

- Foster teacher Copilot access (voluntary); AI teacher tools; professional learning and district support structures launched (Principal delivers AI teacher training package to staff).
- Back-to-School messaging with general information.

September 2026

- District Professional Learning Day with focus on AI tools.
- Teaching and Learning Department begins to develop integration with curriculum frameworks for high school only.

October 2026

- Release of ongoing training resources and continued teacher support throughout implementation.

PHASE 3 (November 2026 - May 2027) HIGH SCHOOL STUDENT READINESS & ROLLOUT

Fall 2026 (First Semester)

- Deliver high school student training module.

January 2027 (Second Semester)

- Launch Copilot access for all students in grades 9-12 districtwide.

Ongoing (January - May 2027)

- Continued release of training resources, monitoring implementation, gathering feedback, and making adjustments.

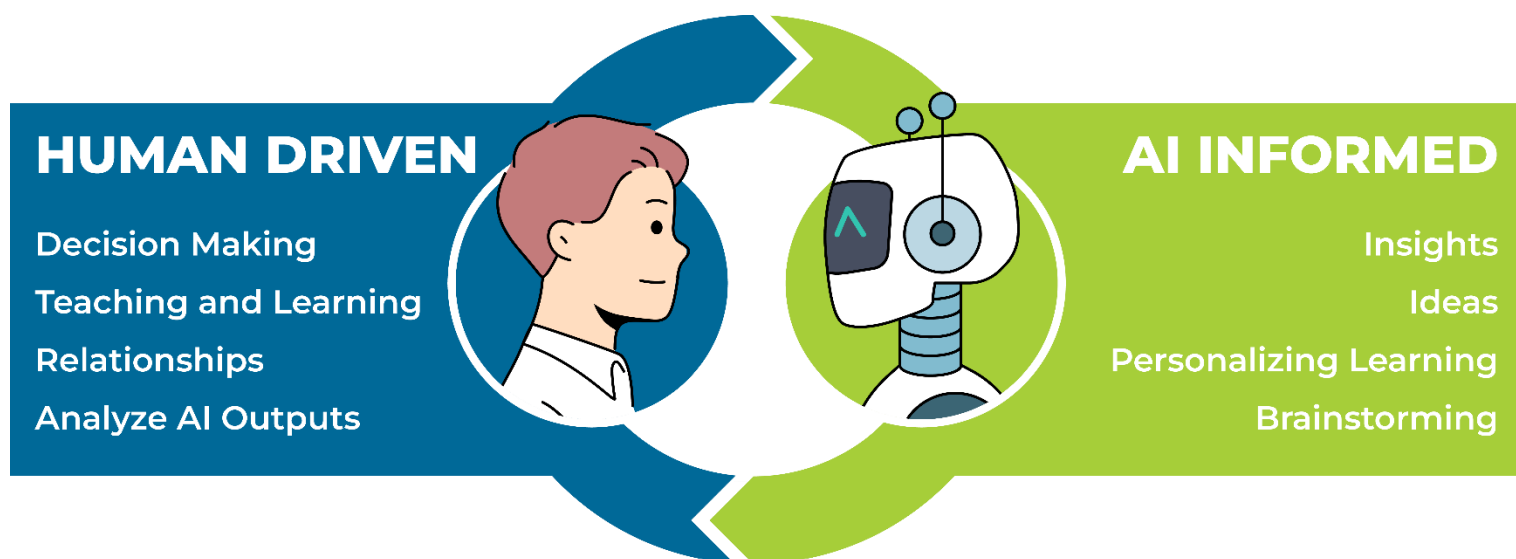
What Is AI?

As a school community, we are learning together what AI means for teaching and learning. **Generative AI (GenAI)** is a branch of AI designed to create new content including text, images, videos, music and code from simple prompts or descriptions (Microsoft Learn, 2026). By analyzing large amounts of data, GenAI systems can recognize patterns, generate ideas, and support problem-solving in meaningful ways. It is important to remember that these tools do not think or understand like people do. They are designed to support us, not replace us.

We already interact with AI in our everyday lives when we use navigation apps, receive writing suggestions, or see personalized recommendations online. In our classrooms and schools, AI has the potential to support learning in meaningful ways. It can help teachers personalize instruction, support students as they explore ideas, and make everyday tasks more efficient.

In our district, we believe in being “**human driven and AI informed**”. This means that people, our students, educators, and staff remain at the center of all decision-making, relationships, and learning experiences. AI can provide insights, spark ideas, and support creativity, but it is our thinking, our values, and our professional judgment that guide how it is used.

By building a shared understanding of AI, we can use it thoughtfully and responsibly. Together, we will ensure that AI strengthens learning, encourages curiosity and critical thinking, and helps prepare our students for a future where technology plays an important role while always keeping people at the heart of our work.



GenAI Use Guidelines for Students and All Staff

CCPS is committed to providing clear, consistent guidance that promotes the safe, intentional, and effective use of GenAI to enhance learning and support innovation across our schools, while protecting the privacy of student and staff data. All GenAI use should align with district guidelines, learning objectives, and academic integrity expectation. We encourage intentional collaboration, transparency, and clear expectations between educators and students when AI tools are used. Through these guidelines, CCPS reinforces the importance of using AI responsibly, safeguarding data privacy, maintaining human judgment and oversight in all AI-assisted work, and ensuring transparency in how AI tools are used to support teaching, learning, communication, and organizational effectiveness.

CCPS GenAI Platform

CCPS has selected **Microsoft Copilot as the district's standard GenAI platform** creating a connected, secure, and consistent AI experience for staff and students. Copilot integrates with existing Microsoft 365 tools and workflows while supporting productivity, creativity, communication, and learning across educational and operational settings. Copilot provides strong data privacy protections and education-focused AI features designed to support safe and responsible use.

Administrators:

Copilot can support administrators with communication, planning, organization, productivity, and operational efficiency. AI tools can assist with managing information, streamlining workflows, and generating ideas while administrators remain responsible for reviewing and approving all final content and decisions.

Ways Copilot Can Support Administrators

- Utilizing CCPS created Copilot agents to access curriculum guides and policy and procedures documents.
- Drafting emails, newsletters, and staff communications
- Creating meeting agendas and summaries
- Strategic planning and school improvement brainstorming
- Organizing timelines, projects, and action plans
- Supporting professional learning and training ideas
- Developing family engagement resources
- Creating presentation outlines and talking points
- Summarizing reports, articles, or non-confidential data
- Drafting celebration messages or recognition materials
- Generating frequently asked questions (FAQs) or informational resources

Teachers:

Copilot can support teachers with instructional planning, organization, creativity, differentiation, communication, and professional productivity. AI tools should enhance instructional decision-making and teacher efficiency while teachers remain responsible for ensuring all instructional materials are accurate, appropriate, and aligned with curriculum expectations.

Ways Copilot Can Support Teachers

- Generating differentiated supports for varied learning needs
- Creating exemplar responses, rubrics, or discussion questions
- Developing review materials or study guides
- Brainstorming lesson ideas and instructional activities
- Drafting classroom newsletters or family communication
- Organizing units, timelines, or instructional resources
- Creating exit tickets and formative assessment ideas
- Supporting project-based learning design
- Summarizing professional learning resources or articles
- Generating vocabulary supports or scaffolded materials for students

Students Grades 9-12 (Target - January 2027)

Students in grades 9–12 can use Copilot as a learning support tool to strengthen organization, productivity, creativity, study habits, and understanding of course content. Copilot should support student learning and original thinking rather than replace independent work or academic responsibility.

Reminder: Students must follow teacher guidance regarding when, how and if AI can be used for assignments.

Ways Copilot Can Support Students

- Brainstorming ideas for projects or assignments
- Creating study guides or review questions
- Organizing notes, outlines, or research topics
- Generating practice questions for exam preparation
- Receiving feedback on writing organization or clarity
- Creating study schedules or time-management plans
- Supporting presentation preparation and public speaking practice
- Assisting with coding or technical troubleshooting questions
- Developing research questions and organizing information sources

Reviewing for Accuracy, Bias, and Misinformation

AI-generated content may unintentionally reflect bias, misinformation, or inaccuracies. For this reason, human oversight is essential. All users must carefully review and critique AI-generated content, question underlying assumptions, and apply critical thinking when interpreting results every time. Educators and students must actively evaluate AI outputs to ensure they are accurate, appropriate, and aligned with district values. By engaging thoughtfully with AI and carefully critiquing AI-generated content, we strengthen our ability to identify misinformation, recognize bias, and make informed, responsible decisions.

Professional Learning & Staying Informed

All staff are encouraged to engage in continuous professional learning related to emerging AI technologies and their appropriate application in educational and operational environments. Through district-led training and collaboration, staff can develop the knowledge and confidence needed to use AI responsibly and effectively in support of student learning and operational excellence. Access the most up-to-date AI training offerings on CCPS AI website.



Teaching and Learning with AI

AI is already a part of our daily lives, shaping the way we communicate, learn, and interact with the world around us. As a school community, we are approaching this reality with intention building a shared understanding of how AI can meaningfully support teaching and learning while preserving what matters most, human connection, educator expertise, and student agency. We will approach this work as “**human driven and AI informed**”, ensuring that educators and students remain at the center of all learning and decision-making, while AI tools serve to broaden insights, expand possibilities, and support growth. By grounding our work in this balanced approach, we can use AI to enhance learning and make education engaging, relevant, and effective for every student.

Building AI Literacy and Responsible Use (K-12)

We will develop AI literacy across our school community, building strong foundational skills enabling staff and students to engage with AI ethically, responsibly, confidently, and with a clear understanding of its capabilities and limitations. (Refer to: AI Literacy Skills by grade level bands in the Toolkit.)

Utilizing AI to Support Student Learning (K-12)

In grades K–12, we will leverage district-approved, age-appropriate, AI-enhanced curriculum resources to support learning for all students. These resources will expand access, creativity, and support student growth.

In grades 9–12, (Target - January 2027) students will have opportunity to utilize Microsoft Copilot, as the district-approved AI platform, to support learning, research, creativity, organization, and productivity under teacher guidance and in alignment with district expectations for responsible AI use. These learning experiences will help students develop the knowledge and skills needed to ethically and effectively navigate an AI-driven world while maintaining academic integrity and meaningful engagement in the learning process.

Employee Expectations for AI Use

CCPS has established clear expectations for all employees using GenAI tools to ensure it is applied responsibly and appropriately in the workplace. Pursuant to School Board policy and administrative procedures, the District's network and applications are the property of the School District of Collier County and to be used for official business only. In addition, all users are cautioned that any queries made in Microsoft Copilot or any generative AI system used on the District's network is subject to the Public Records Law of the State of Florida and also to review by the school system. This also includes any information generated or retrieved from these systems. There should be no expectation of privacy.

Transparency & Collaborative Use

- Communicate openly with colleagues when AI tools have been used to draft, brainstorm, summarize, or complete any shared or collaborative task.

Privacy, Data Protection, and Cybersecurity

- Adhere to all applicable privacy regulations - Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), Student Online Personal Information Protection Act (SOPIPA) and CCPS data policy procedures in every AI-assisted workflow.
- Never enter confidential or sensitive information into AI tools.
- Do not input personally identifiable information (PII) of any kind into AI tools, including student names, ID numbers, addresses, test scores, IEPs, 504 plans, or internal district documents.

Accuracy, Bias & Quality Control

- Critically review, verify, and edit all AI-generated content before use in any professional context. AI tools may confidently produce inaccurate, incomplete, or biased information.

Human-Driven Decisions (AI as a Thought Partner)

- Leverage AI as a thought partner to support brainstorming, drafting, and organizing work.
- Never rely on AI to make important decisions, particularly those involving employee or student evaluation, professional feedback, or stakeholder communication.
- Apply your professional judgment in all contexts and remain fully accountable for final decisions and their outcomes.

Professional Learning & Staying Informed

- Participate in district-led professional learning about emerging AI technologies and appropriate uses in education and your operational work.
- Build your understanding of how AI tools connect to the district's goals for academic and operational excellence.

Teacher Expectations for AI Use

In addition to the employee expectations, this document reflects our district's shared commitment to using Artificial Intelligence (AI) thoughtfully, ethically, and responsibly in professional practice. It provides clear expectations for teachers to support meaningful instruction, protect student privacy, and uphold the professional standards and values that guide our work with students and families.

Ensure Ethical, Developmentally Appropriate, and Approved AI Use

- Use only CCPS-approved AI tools for instructional purposes and student assignments in approved grade levels.
- Adhere to district-defined grade-level and age parameters when assigning or permitting student AI use.

Professional Judgment and Human Oversight

- Protect student data privacy by adhering to all applicable regulations - Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), Student Online Personal Information Protection Act (SOPIPA), and district data privacy requirements when using AI tools.
- Use AI to support professional practice and not as a replacement for instructional planning, grading decisions, or professional judgment.
- Critically review, verify, and edit all AI-generated content before use in any professional or instructional context.
- Maintain human oversight at all times including in grading, feedback, instructional decisions, and student communication.

Establish Clear AI Use Expectations (Microsoft Copilot Grades 9-12)

- Clearly communicate AI use expectations in assignment instructions, specifically when AI may be used, under what conditions, and how AI use must be documented. (Refer to Student AI Use Documentation form in the Toolkit.)
- Apply the district-adopted AI use scale consistently to ensure clarity and equity in expectations across assignments. (Refer to AI Assignment Use Scale in the Toolkit.)
- Engage students in regular discussions about how and why AI may be used in academic work.

Promote Classroom Dialogue

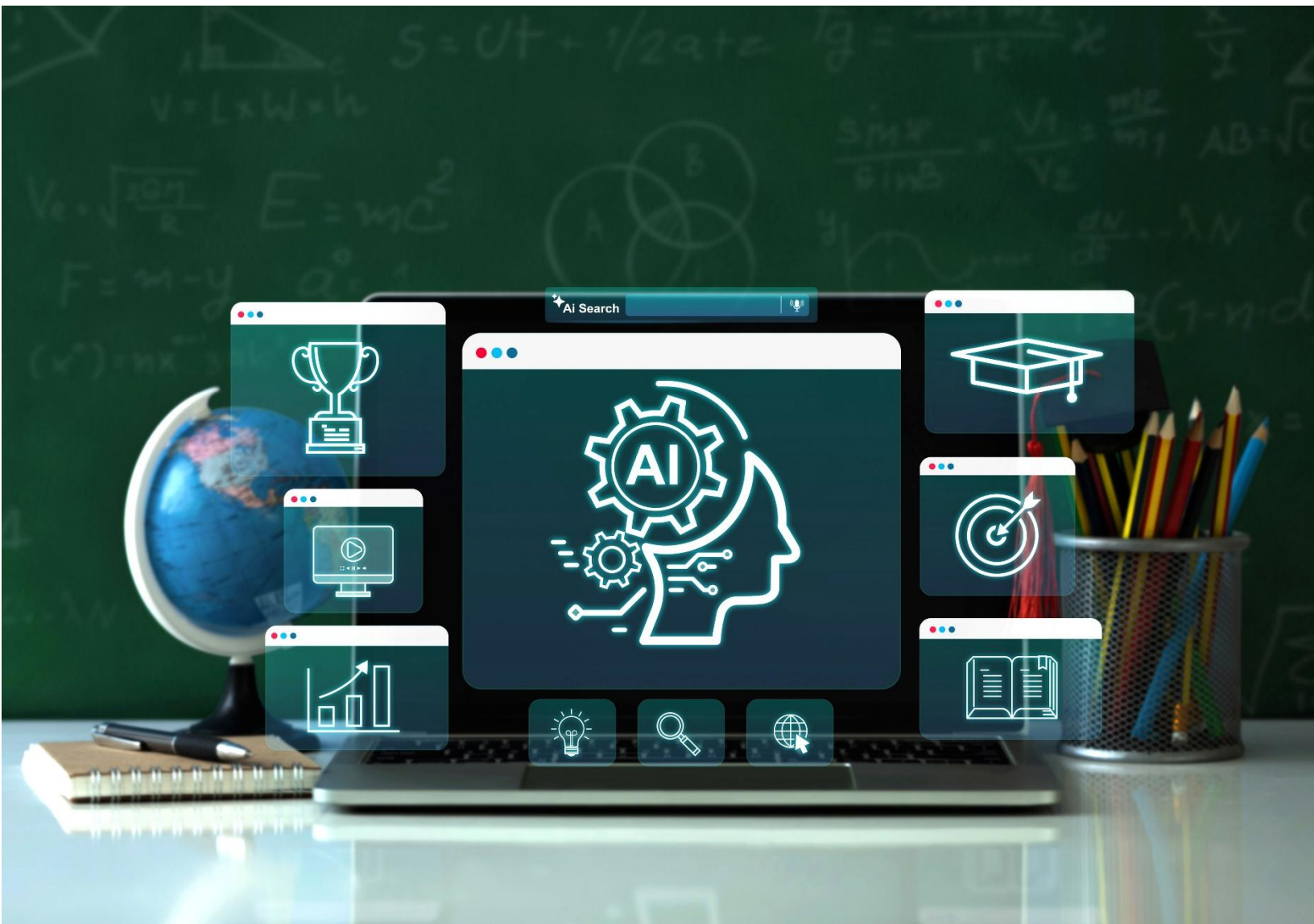
- Model and reinforce that AI is a tool to support learning and extend learning through continuous questioning and critique but not a substitute for thinking, effort, or originality.

Fostering AI Literacy and Ethical Use

- Model responsible and ethical GenAI use and transparency for students, consistently demonstrating and when AI tools are used in creation of instructional materials.
- Require students to document AI use through the AI Assignment Form in grades 9-12. (Reference toolkit)
- Develop student capacity to critically evaluate AI-generated content for accuracy, potential bias, and misinformation.

Evaluation of AI Use

- When evaluating student AI use, prioritize professional judgment, transparent communication, and responsible use over detection-based enforcement.



Student Expectations for AI Use

(Copilot Grades 9-12) Target - January 2027

This document outlines student expectations for the responsible, ethical, and appropriate use of Artificial Intelligence (AI). These practices protect data privacy, uphold academic integrity, and align with district policies and acceptable use guidelines. All guidelines apply only when AI use has been explicitly approved by the teacher and is aligned to the designated grade-level permission. This includes K–12 approved AI-enhanced curriculum resources and Microsoft Copilot for grades 9–12. All use must follow the level of permission defined by the AI Assignment Use Scale. **If a teacher has not specifically stated that AI use is permitted, it should be assumed that AI may not be used at all.**

Follow Teacher Guidance and Assignment Expectations

- Follow teacher guidance for when and how AI may be used in assignments at all times.
- Use only district-approved, age-appropriate AI tools.

Protect Privacy and Personal Information

- Never enter personal data, sensitive information, or identifying details about yourself or others into AI tools.

Use AI to Support Learning

- Use AI tools to brainstorm, enhance understanding, practice skills, and support learning and not to replace your thinking or effort.
- Submit work that reflects your own ideas, learning, and effort.
- Engage actively with AI by critiquing, asking questions, revising responses, and building your own understanding and final work products.

Be Transparent and Give Credit

- Clearly acknowledge when AI tools are used, in accordance with teacher expectations.
- Complete the required AI Assignment Form when submitting AI-assisted work.

Think Critically

- Think critically about AI outputs by checking for accuracy, bias, and misinformation.

Use AI Respectfully and Responsibly

- Use AI ethically and ensure all AI-generated content is appropriate, safe, and aligned with District standards at all times.
- Demonstrate good digital citizenship in every interaction with AI tools.
- Adhere to the CCPS Student Code of Conduct Rule 6 when accessing and using AI tools.



Successful AI Implementation in Schools

Successful AI implementation in schools begins with recognizing that students already have widespread access to AI tools, both within and beyond the classroom, making full restriction neither practical nor effective. Instead, we play a critical role in establishing a vision that emphasizes responsible, ethical use of AI as a support for learning rather than a replacement for student thinking, effort, and skill development. We must build AI literacy ensuring students understand both the capabilities and limitations of these tools, and provide clear, ongoing communication about when and how AI use is appropriate. By pairing this understanding with thoughtfully designed assignments that encourage critical thinking and authentic work, teachers can help students use AI as a meaningful learning partner while maintaining academic integrity and personal growth.

Student Age

Not all AI tools are designed for all students. When using AI tools in the classroom, educators must carefully consider and follow age requirements associated with each tool. Many AI platforms have minimum age restrictions, often requiring users to be at least 13 years old, with some tools limited to individuals 18 and older. As a result, expectations and guidelines for AI use in elementary and middle school differ from those in high school, with younger students using only approved, age-appropriate curriculum enhanced AI tools under clear guidance. Educators should ensure all use aligns with these requirements to support safe and appropriate implementation.

Promoting AI Literacy

Instruction in AI literacy is essential as AI continues to shape how students learn, create, and access information. Schools must prioritize AI literacy to help students understand not only how these tools work, but also their capabilities, limitations, inherent risks, and ethical considerations. Even in classrooms where AI use is restricted, AI literacy instruction remains critical. Research suggests that students who develop a clear understanding of what AI is, how it functions, and when its use is appropriately are significantly less likely to misuse it. (AI for Education, n.d.)

Grade-Level AI Student Access Guidelines

Pre-Kindergarten through 8th Grade	
Students in grades PreK–8 are prohibited from accessing GenAI tools on district devices or networks, except for district approved AI enhanced curriculum resources. (e.g., Adobe Express).	 I CAN: • Learn about AI through discussion and teacher demonstration. • Access district approved AI enhanced curriculum resources based on class assignments (e.g., Adobe Express).  I CANNOT: • Access or use GenAI chat tools such as Microsoft Copilot or non-vetted district AI-powered educational tools.
9th Grade and Above	
Students in 9th grade and above may access GenAI tools for approved educational purposes on district devices under the following conditions: • Teacher Permission: Prior to using GenAI, students must receive teacher approval that specifies the approved task(s) and purpose for use. • Responsible and Ethical Use: Students must use GenAI in a safe, appropriate, and ethical manner and follow all district digital citizenship and technology use policies.	 I CAN: • Access Microsoft Copilot and district approved AI enhanced curriculum resources based on class assignments (e.g., Adobe Express).  I CANNOT: • Use GenAI for any assignment unless a teacher has explicitly approved its use for that specific assignment. • Use GenAI in any ways that compromise privacy, violate academic integrity, or conflict with district digital citizenship expectations. • Access GenAI for personal or non-educational purposes on school devices or networks.

Credit: Hillsborough County Schools

AI Literacy Skills for Students

**PreK –
Grade 2**

Awareness & Curiosity

Students begin to recognize AI in everyday tools and understand that it follows steps to recognize patterns. They will practice using technology safely and responsibly.

**Grades
3 - 5**

Foundations & Explorations

Students understand that AI uses data to make predictions and recognize examples of AI in their learning and everyday life. They begin to question accuracy and use AI in safe and responsible ways.

**Grades
6 - 8**

Understanding & Evaluation

Students expand their understanding of how AI systems work and begin to evaluate outputs for accuracy, bias, and reliability. They are developing skills to protect privacy, make informed decisions, and apply critical thinking.

**Grades
9 - 12**

Applications & Responsibility

Students use AI as a tool to support learning, problem-solving, and real-world applications while maintaining responsibility for their own work and thinking. They evaluate the impact of AI, including ethical considerations, and make informed decisions about when and how to use it responsibly.

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