



Cherry Hill School District AI Implementation Plan

In coordination with Policy 2365: Generative AI

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Introduction

This AI Implementation Plan ("the Plan") is issued pursuant to the Board's [Academic Integrity policy](#) (P. 5701) and [Acceptable Use of Generative Artificial Intelligence policy](#) (P. 2365) guides the use of generative AI tools by students and staff of the Cherry Hill School District across all schools and programs. This Plan applies to District-owned and personal devices when used for District academic and non-academic activities. It does not supersede existing policies governing academic integrity, acceptable use, student conduct, privacy, or bullying and harassment; where provisions intersect, all applicable policies shall be read together. For the purposes of these guidelines, applications, commonly referred to as "apps," are commercially available software programs approved by the District's technology department which are designed to run on district-issued or personally owned devices (including laptops, tablets, and smartphones) that enable users to perform specific tasks such as word processing, communication, research, collaboration, or which administer instruction or assessments and/or are capable of capturing student input. Apps include web-based tools accessed through a browser, downloadable programs installed on a device, and third-party services that may require a user account and/or which may connect to district data and networks.

Section 1- Scope and Authorized Use

This Plan applies district-wide, PreK–12. Authorization for student AI use flows as follows: the Superintendent/designee holds primary authority; the AI Coordinator operationalizes the Plan and maintains the suggested platform list; Building Principals ensure building-level compliance; individual staff members may authorize AI use for specific assignments consistent with Section 3 grade-level guidelines and Section 4 platform guidelines.

Student AI use is permitted only when a staff member has expressly assigned an AI Use Level (*Appendix B*) in writing; only on staff-approved platforms (Section 4); without input of personally identifiable information; and in ways that reflect genuine student learning. This Plan applies regardless of device ownership or whether the student is on or off school premises.

Section 2-Staff Authorization and assignment-level conditions

Staff members may authorize student AI use on specific assignments at their professional discretion, consistent with grade-level guidelines. When AI use is permitted, staff must communicate the following to students in writing at the time the assignment is given: (1) the designated AI Use Level (*0–4, per Appendix B*); (2) permitted and prohibited AI interactions at that level; (2) applicable citation and disclosure requirements (*per citation guidelines*); and (3) any platform-specific restrictions.

If no AI Use Level is stated, the default is Level 0 – No AI. Verbal communication of AI conditions alone is insufficient. Staff should retain documentation of AI Use Level designations for each assignment.

Section 3- Grade Level Use Guidelines

<u>Grade</u>	Appropriate Types of AI Use	Supervision & Scaffolding Considerations
<u>PreK-K</u>	AI as a teacher-facilitated classroom tool: generating read-aloud prompts, story starters, or visuals for shared exploration. Teacher-narrated demonstrations build early AI awareness (“I asked the computer to write a story — let’s see what it said”). Teacher-led AI demonstrations as a shared classroom experience. Introduction to the concept that AI is a tool made by people.	All AI interaction is teacher-mediated. Students observe and respond verbally; they do not independently operate AI tools. Emphasis on curiosity and noticing. Students participate verbally; no independent student login or operation of AI platforms. Focus on building awareness that AI can be wrong.
<u>Grade 1</u>	Whole-class interactions where the teacher inputs a prompt and the class discusses the result. Begin to introduce student-shaped prompting in whole group interactions. With teacher direction, students may begin supervised individual interaction with a district-approved AI platform for defined, structured tasks (e.g., asking a simple question and discussing the response).	Teacher-directed throughout. Any individual student interaction occurs on a district-approved platform configured for early learners, within a supervised instructional setting. Teacher models responsible use before students interact independently. Emphasis on noticing, questioning, and checking AI responses.
<u>Grade 2</u>	Structured whole-class and small-group AI activities. Students observe how different prompts produce different responses. Students compare AI-generated text to student-written text as a literacy activity. AI-generated examples used as material for students to evaluate, correct, or improve.	Close teacher supervision for whole-class and small-group activity. Emphasis on critical thinking: Is the AI answer helpful? Is it accurate? Students practice identifying something AI got right and something that could be better.
<u>Grade 3</u>	Supervised individual or paired AI interactions for defined instructional tasks (e.g., asking AI to explain a concept, then checking it against a trusted source). AI as a springboard for student writing, not a replacement.	Teacher provides explicit scaffolding before, during, and after AI activity. Students document what AI said and what they decided to keep, change, or discard. Introduction to the concept of disclosing AI use.

<u>Grade 4</u>	AI for brainstorming and idea generation on designated assignments. Introduction to AI-assisted editing on a limited basis (e.g., asking AI to suggest one improvement to a sentence the student wrote).	Staff communicate the assignment's AI use conditions in writing. Students complete a brief disclosure statement. Emphasis on the student's voice remaining primary in the final product. Broader exploration of using AI for defined instructional tasks. Staff pair AI-integrated assignments for multiple subjects with reflection prompts. Students submit evidence of their own ideas/work/thought process ~~drafting process~~ alongside any AI-assisted work. AI sessions/assignments should be monitored for acceptable use.
<u>Grade 5</u>	Broader brainstorming and ideation support on designated assignments. Intentional monitoring of using AI to support academic goals. Intentional introduction of AI-assisted editing with explicit instruction on the distinction between AI improving the student's writing versus writing for the student. Students begin practicing formal AI citation.	Staff pair AI-integrated assignments for multiple subjects with reflection prompts. Students submit evidence of their own ideas/work/thought process drafting process alongside any AI-assisted work. AI sessions/assignments should be monitored for acceptable use. Citation per Appendix A required when AI is used.
<u>Grades 6 - 8</u>	Full range of AI-assisted workflows appropriate for well-designed assignments across subject areas. Students are expected to manage AI use with increasing independence and to apply citation and disclosure requirements without step-by-step reminders.	Assignments using AI generation must be intentionally structured to promote a student's independent thought while utilizing AI. Staff model AI generation as a tool to enhance their thinking as opposed to a replacement for doing tasks. Full citation and disclosure required. Summative and high-stakes assessments should default to no AI use unless AI engagement is itself the assessment focus.
<u>Grades 9–12</u>	The full range of AI use is available per staff designation, from no AI to full AI integration throughout an assignment. AI use should augment, not substitute for, student intellectual engagement. Staff are encouraged to design assignments requiring students to demonstrate mastery through AI-integrated workflows (e.g., prompt logs, comparative analyses, reflection documents).	High-stakes and summative assessments default to no AI use. AP/dual-enrollment students must comply with the more restrictive of District and external academic integrity standards. Students apply all citation and disclosure requirements independently.

Section 4- AI Applications

Platforms incorporated in any lesson must be on the district approved list. This list can be found at www.chclc.org/apps . The AI Coordinator conducts a formal annual review of the approved list before each school year. Platforms may be removed at any time for non-compliance with law, policy, or student safety. Staff are notified of all list changes.

Section 5 – Prohibited Uses of AI

The following are prohibited for all students regardless of device ownership or whether the student is on or off school premises. Students are expected to follow the guidelines associated with academic integrity and the district's acceptable use of technology policies. This includes, but is not limited to: P. 5701, P. 2530, P. 2360, P.2365, P.2361, P.7523.

- Submitting AI-generated work as the student's own in violation of the Board's Academic Integrity Policy (P. 5701), at any level of AI involvement not expressly authorized by the assignment's AI Use Level
- Using AI in a manner that exceeds or is inconsistent with the designated AI Use Level
- Failing to disclose AI use when disclosure is required (Levels 1–4)
- Using AI to generate or disseminate false, misleading, or fabricated information presented as factual
- Using AI to misrepresent the statements, actions, or positions of any person
- Inputting the personally identifiable information of any student, staff member, or other individual into any AI platform
- Using AI tools not approved by the district
- Creating, modifying, or distributing deepfake content (see Section 7 below)
- Using AI to circumvent district technology security measures, access controls, or content filters
- Any AI-related conduct that also violates the District's Acceptable Use of Computer Networks/Computers and Resources policy (P.2361)

Section 6- Deepfakes and AI-Generated Content Bullying

A "deepfake" is any image, video, audio, or text synthetically generated or materially altered by AI to create a realistic but false depiction of a real person doing, saying, or experiencing something that did not occur.

The creation, possession, distribution, sharing, or display of deepfake content involving any student, staff member, or other individual is strictly prohibited on District property, at District events, through District technology, and through personal technology when the conduct has a connection to the school environment. This prohibition is absolute regardless of intent.

Deepfake content used to harass, intimidate, threaten, humiliate, or bully any individual may constitute harassment and/or bullying under the NJ Anti-Bullying Bill of Rights Act and the District's anti-bullying and harassment policy (P.5512). All applicable anti-bullying procedures

apply. Where deepfake conduct rises to criminal conduct, the matter shall be referred to law enforcement.

Section 7- Academic Integrity and Suspected AI Misuse Procedures

Academic integrity is governed by the District's Academic Integrity policy (P. 5701). This section supplements that policy with AI-specific procedural guidance. Nothing here modifies the disciplinary consequences established in the District's academic integrity or student conduct policies. It is suggested that staff monitor student activity on AI platforms utilizing district technology management software, like Lightspeed.

When AI misuse is suspected, staff shall:

1. Document the specific concerns, evidence, and date of concern
2. Conduct a private, neutral student conference to discuss the work and afford the student an opportunity to explain their process
3. Withhold a grade on the assignment pending review, where feasible, and notify the student the assignment is under review
4. Refer the matter to the Building Principal/designee if concerns persist after the student conference, using the school's standard academic integrity referral process
5. The Principal/designee conducts review per the District's academic integrity and student conduct policies; parents are notified of any finding

AI detection tools may inform, but are not the sole or dispositive basis for a finding of academic dishonesty, given known limitations, including false positives.

Section 8- AI Platform Approvals

Platforms incorporated in any lesson must be on the district approved list. See section 4 for additional information.

Sections 9/10- Academic Integrity and Due Process

No student shall receive a formal consequence or academic dishonesty (P. 5701) finding without appropriate due process consistent with the District's Student Discipline/Code of Conduct policy. (P. 5600) See Appendix A for citation information.

Students and Parent/Guardian must receive:

- (1) written or in-person notice of the specific alleged conduct and proposed consequence;
- (2) a meaningful opportunity to respond before any final determination, including submission of relevant documentation (drafts, prompt logs, notes) and, at the secondary level, the right to have a parent present; and

(3) written notice of the right to appeal per the district's student discipline procedures.

Retaliation against any student participating in good faith in an academic integrity review is prohibited.

Section 11- AI Coordinator Oversight and Plan Review

The Superintendent designates one or more AI Coordinator(s) responsible for: maintaining the approved platforms list; processing tool approval requests; providing staff professional development; monitoring district-wide AI use for compliance; advising on academic integrity referrals; serving as the parent/community contact for AI questions; tracking AI-related data; monitoring applicable law and technology developments; and coordinating with the Director of Technology on procurement, privacy, and cybersecurity.

Building Principals ensure building-level plan fidelity, communicate the plan to staff annually, oversee parent notification and consent, and escalate concerns to the AI Coordinator.

The AI Coordinator conducts a formal annual plan review by April 1 each year, considering changes in law, platform capabilities, research, staff/student feedback, and academic integrity data. A written summary with recommended amendments is submitted to the Superintendent for consideration before the subsequent school year. Interim reviews may be directed by the Superintendent at any time.

Section 12- Staff Professional Development

The district will provide professional development in two areas:

(1) Ethical AI Use in Educational Settings — addressing academic integrity, student data privacy, algorithmic bias, age-appropriate AI engagement, critical evaluation of AI outputs, and staff obligations under this Plan; and

(2) District-Approved AI Tools — practical training on approved platforms including SchoolAI, covering functionality, appropriate use cases, limitations, and Plan compliance requirements. Training will be provided before first use of any newly approved platform and updated when the Plan or platform capabilities are materially revised.

Section 13- Superintendent Authority to Revise

The Superintendent may revise, amend, or suspend specific provisions of this Plan in response to changes in law, technology, or emergent safety concerns. Any such action must be: (1) documented in writing with stated rationale and effective date; (2) communicated to affected principals and staff promptly; and (3) reported to the Board at the next regularly scheduled Board meeting. This authority does not extend to modification of the underlying Board policy, which requires Board action.

APPENDIX A – AI CITATION FORMATS

Assignments at AI Use Levels 1–4 require disclosure and citation of AI use.

Grades 2 and below:

Students will communicate either verbally or in writing that they used an AI tool.

Examples:

Verbal: “AI helped me make this.”

Written: “I used AI when I did this.”

Teacher asks student, “Did you use AI when making/doing this?”

Student responds, “Yes.”

Grades 3-5:

Student indicates in writing as part of the assignment that AI was involved in the creation of the work and how AI was prompted to help.

Examples:

“I asked AI to help me edit my work.”

“AI helped me brainstorm ideas for my writing.”

“AI generated this image.”

Grades 6 & 7:

Student indicates in writing as part of the assignment which AI platform was used in the creation of the work and how that AI platform was prompted to help. Student also indicates in writing url (web address) for the AI platform they used.

Examples:

“I asked SchoolAI to help me edit my work.”

<https://student.schoolai.com/dot/spaces/>

“SchoolAI helped me brainstorm ideas for my writing.”

<https://student.schoolai.com/dot/spaces/>

“SchoolAI generated this image.”

<https://student.schoolai.com/dot/spaces/>

Grade 8:

Student indicates in writing as part of the assignment which AI platform was used in the creation of the work and how that AI platform was prompted to help. Student also indicates in writing the date the AI generated the information and the URL (web address) for the AI platform they used.

Examples:

“I asked SchoolAI to help me edit my work.”

April 16, 2026

<https://student.schoolai.com/dot/spaces/>

“SchoolAI helped me brainstorm ideas for my writing.”

April 16, 2026

<https://student.schoolai.com/dot/spaces/>

“SchoolAI generated this image.”

April 16, 2026

<https://student.schoolai.com/dot/spaces/>

Grades 9-12:

AI use is cited using the format of the Modern Language Association’s (MLA) latest edition (edition 9 is the current edition at the time this plan was written).

Examples:

Students enters the following prompt: Cite this AI interaction in MLA 9th Edition format

Additional information on MLA 9th Edition:

Format:

Refer to the MLA website: <https://style.mla.org/citing-generative-ai/>

Citation Example:

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald”
prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

APPENDIX B – AI Levels

Each assignment for which AI use is permitted must carry a designated AI Use Level, communicated to students in writing when the assignment is given. The designated level governs the scope of permitted AI interaction, disclosure requirements, and citation obligations. Assignments with no stated level default to Level 0 – No AI.

Level	Label	Description & Requirements
0	No AI	AI tools may not be used at any stage. All work must represent the student's own original thinking and effort. No citation required.
1	AI for Ideation Only	AI may be used to brainstorm ideas or explore approaches only. No AI-generated content may appear in the final submission. Students must document and disclose how AI was used in ideation. Citation required (Appendix A).
2	AI-Assisted Editing	AI may be used to improve grammar, clarity, and readability of the student's own written work. AI may not generate new text, restructure arguments, or alter the substance of the student's writing. Student retains full authorship. Disclosure and citation required.
3	AI Task Completion with Human Evaluation	AI may generate specific assignment components (images, data summaries, draft sections) which the student must critically evaluate, adapt, annotate, and contextualize. Student must demonstrate original critical thinking in the final submission. Full disclosure and citation required.
4	Full AI Integration	AI may be used throughout, including drafting content. Students must disclose all AI use, document prompts and outputs, describe how they evaluated and modified AI outputs, and demonstrate their own critical thinking and judgment in the final submission. Full citation required; assignment must require evidence of student intellectual engagement beyond AI generation.

Staff should select the level that best matches the assignment's instructional goals. Levels are not hierarchical in value — Level 0 is not inferior to Level 4; each reflects a different pedagogical decision. The grade-level guidelines in Section 3 indicate the maximum level appropriate at each grade. Staff may assign a lower level at their discretion but may not assign a higher level than the grade-level maximum without prior written approval from the Building Principal and notification to the AI Coordinator.