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BROWARD
County Public Schools

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September 14, 2026

TO: All School Principals *Signatures on file*

FROM: Dr. Fabian H. Cone
Chief Academic Officer &
Chief Information Officer (Task Assigned)

VIA: Dr. Angela R. Fulton
Deputy Superintendent



SUBJECT: **2026-2027 PARENT ARTIFICIAL INTELLIGENCE (AI) AND TECHNOLOGY OPT-OUT PROCESS**

This memo provides principals with a parent-facing companion guide titled **Parent Guidance on Concerns with Artificial Intelligence (AI), Apps, or Classroom Technology**. The guide is intended to support clear, consistent communication with families regarding AI, classroom apps, software, websites, digital instructional resources, and the District's instructional materials objection process.

This guidance is being provided in response to recent School Board questions, Board direction, and ongoing requests for clearer parent communication regarding AI, classroom technology, opt-out questions, instructional materials review, and school-based response procedures.

The attached guide provides parents with a clear and accessible summary of the following:

1. There is no blanket opt-out from all AI, apps, software, websites, or classroom technology. Parents may ask questions, learn what is being used, review instructional materials, and object to a specific material or technology through the District process.
2. Parents should begin by contacting the school. The guide encourages families to speak first with the teacher, principal, or school administrator to understand what tool is being used, why it is being used, whether it is required or optional, and how it supports student learning.
3. Parents may review instructional materials. This includes software, educational applications, digital content, and electronic instructional resources.
4. Formal objections must be specific. If a concern is not resolved informally, parents may submit a written objection using the District Instructional Materials Objection Form. The objection should identify the specific material or technology, explain the concern, and include parent contact information.
5. The review process includes multiple levels. The guide outlines the District review process, possible School Board review, and potential state-level review where applicable.
6. Alternative assignments are not automatic. Alternatives may be considered when appropriate and operationally feasible but should not be promised before the concern is reviewed through the appropriate process.
7. Student information must remain protected. The guide explains that student data is maintained within District-protected systems and approved vendor environments governed by data privacy agreements.

Principals should use this guide as a **parent-facing communication tool** when families have questions or concerns about AI, apps, software, websites, classroom technology, or digital instructional resources. Principals should ensure school staff are prepared to follow these communication expectations:

- Do not communicate that parents have a blanket opt-out from all AI or classroom technology.

- Do clarify whether a resource is required, optional, supplemental, or connected to an approved instructional program.
- Do encourage parents to begin by speaking with the teacher and school administration.
- Do provide parents with the opportunity to review instructional materials, including digital resources.
- Do route formal concerns through the District Instructional Materials Objection process when needed.
- Do not promise automatic alternative assignments without appropriate review.
- Do ensure that questions involving accommodations, accessibility, Exceptional Student Education (ESE), Section 504, English for Speakers of Other Languages (ESOL), or specialized supports are reviewed with the appropriate school-based or District staff.
- Do use consistent language aligned to the attached guide and District policy.

Principals should review the attached guide with key members of their school leadership team, including assistant principals, instructional coaches, media specialists, ESE specialists, ESOL contacts, and front office staff who may respond to parent questions. Principals should also share the guide with families through appropriate school-based communication channels, including but not limited to:

- School website or Parent Portal updates;
- ParentLink or school newsletter communication;
- Parent Teacher Association (PTA)/Parent Teacher Student Association (PTSA) meetings;
- School Advisory Council (SAC) and School Advisory Forum (SAF) meetings;
- Open House, Meet and Greet, or parent information sessions;
- Parent conferences when concerns are raised; and
- Individual follow-up with families who ask about AI, apps, software, websites, or digital instructional resources.

Schools should use the guide to ensure families receive a consistent message. The guide may also be referenced when directing families to the **Broward Powered by AI** website for additional information, frequently asked questions, and policy-related updates.

Broward County Public Schools (BCPS) values parent voice and partnership. Families may ask questions, review instructional materials, and object to a specific resource through the District process; however, Florida law does not provide a blanket opt-out from all AI, apps, software, websites, or classroom technology.

Thank you for your leadership and support in communicating this guidance clearly and consistently. The goal is to provide families with understandable information, preserve strong school-parent partnerships, protect student privacy, and ensure that questions about AI, apps, and classroom technology are handled through the appropriate school and District processes.

For more information, please contact **Thomas Correll, Director, Director, Instructional Innovation and Digital Learning Department, at 754-321-2620 or via email at thomas.correll@browardschools.com**.

ARF/FHC/TC:mb
Attachment

c: BCPS Cabinet
Regional Directors