Chicago Public Schools

AI Guidebook

Version 6.0



CPS Mission:

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.



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I. Introduction



Introduction

Chicago Public Schools (CPS) is excited to share our guidebook for the responsible adoption of **Artificial Intelligence (AI)** and particularly **generative Artificial Intelligence (GenAI)** across our District. AI offers unprecedented opportunities to enhance classroom interaction, personalize learning experiences, and foster an innovative learning environment for our students. CPS is committed to integrating GenAI tools safely, responsibly, and meaningfully, ensuring they align with our educational goals and standards while upholding the values and privacy of our community.

CPS is committed to building AI literacy for all students and faculty as the foundation for meaningful engagement. Stakeholders are encouraged to actively build AI literacy and engage with GenAI tools as a means of enhancing teaching and learning experiences. CPS will support this engagement by providing the necessary resources, guidance, and tools to innovate responsibly within our educational framework.

This initiative aims to prepare every student for success in a continually evolving technological world, while steadfastly upholding the District's commitment to data privacy, security, and academic integrity. By leveraging GenAI responsibly, we aim to enhance educational outcomes and ensure our community is well-prepared to navigate the complexities of the modern world.

The following document outlines our initial approach to AI integration, including guidelines for safe, responsible, and meaningful use. This guidebook will be regularly reviewed and revised to reflect stakeholder input, best practices, and advances in AI technology. CPS will also provide stakeholders with continuous professional development and learning opportunities to support its implementation. For additional information, please visit the CPS AI Guidebook website at cps.edu/aiguidebook.



Purpose

The purpose of the **CPS AI guidelines** is to ensure the safe, responsible, and meaningful use of AI technology within the District. This document aims to empower stakeholders to responsibly explore and leverage this new technology to enhance educational outcomes and improve the student experience.

This document largely focuses on **Generative AI (GenAI)**, a subset of AI that is trained on natural language and can create new content, such as text, images, music, audio, or code. If saying "AI" is akin to saying "Transportation", GenAI is one of the many different types of vehicles in the category with different rules, regulations, and licenses for use. GenAI has seen a boom in popularity and innovation, spurring the need for the foundation of clear guidelines.

We aim for this document to guide CPS stakeholders in maintaining high standards of integrity and compliance when engaging with AI technologies, by:

- defining our District's vision for AI adoption;
- articulating opportunities to develop AI literacy and skills through professional development, training, and curriculum;
- identifying acceptable uses of GenAI for instructional practices, operations, and management;
- clarifying employee responsibilities concerning the use or development of AI applications; and
- stating prohibited uses of GenAI for different stakeholders across the District.

This guidance is issued in partnership between the CPS Office of Teaching and Learning and the Department of Information and Technology Services in accordance with the authority granted under the Board's Information Security Policy, 19-0828-P01. This guidance will be reviewed every three months to ensure it remains aligned with technological advancements, changes in legal requirements, and feedback from our school communities.



Scope

This guidance governs the use of **AI applications, software, and models** by employees, students, contractors, volunteers, and third-party vendors.

It ensures that all interactions with AI technologies are conducted in accordance with CPS standards, regardless of the device used, and it applies to:

- AI models and applications developed internally, by third parties, or obtained from public sources;
- the use of AI applications for CPS-related tasks, both inside and outside of the classroom; and
- the handling of CPS information within these applications.



Vision

In our pursuit of educational excellence and innovation, **CPS** has committed to **integrating AI technologies to complement our organizational** operations, support our instructional core, and drive community engagement. This strategic adoption of AI aims to enrich learning environments and empower our students, families, educators, school leaders, and community members, enhancing both teaching and learning experiences.



AI Principles

Our AI Principles provide a foundation for the safe, responsible, and meaningful use of AI in education. Grounded in equity, pedagogy, and continuous improvement, these principles guide how AI is integrated into classrooms, operations, and decision-making, ensuring that its impact supports students, empowers educators, and strengthens our communities.

1. Equitable and Accessible

We are committed to ensuring equitable access to AI education and resources for all students, educators, and families, regardless of background or circumstance.

We will actively work to bridge the digital divide and eliminate barriers to AI literacy, ensuring that AI benefits all members of our community.

We will strive to mitigate bias and discrimination in AI systems, promoting inclusive and culturally responsive AI applications.

2. Ethical and Transparent

We will prioritize ethical considerations in the design, development, and implementation of AI systems, ensuring fairness, legitimacy, honesty, impartiality, transparency, and accountability.

We will promote responsible data practices, adhering to privacy-by-design principles, and protect the privacy and security of student and other stakeholder information.

We will ensure users are informed when they are interacting with AI-enabled systems and, where possible, provide transparency into how AI processes inputs and arrives at its results.

We will carefully consider the level of explainability and transparency needed in different contexts, balancing factors such as intellectual property protection, risk management, and accuracy.

We will closely monitor the performance and output of AI systems to prevent unintended consequences and ensure they are used for their intended purpose.

We will foster collaboration and engagement among stakeholders to ensure that AI initiatives are developed and implemented transparently, inclusively, and ethically.

AI Principles

3. Human-Centered and Socially Beneficial

We will leverage AI to personalize learning experiences, empower students to take ownership of their education, and foster critical thinking and problem-solving skills, while ensuring that AI augments, rather than replaces, the essential role of educators.

We will ensure AI solutions align with human goals and needs while fostering a positive impact on society.

We will maintain human oversight of AI systems, ensuring there is always an option for human intervention and that AI augments, rather than replaces, human capabilities.

We will consider the broader societal impact of AI and strive to ensure its development and adoption are socially beneficial, enhancing educational outcomes, promoting equity, and preparing students for success in a rapidly evolving world.

We will promote the digital wellbeing of students and work to actively mitigate the risks of cognitive and emotional over-reliance.

We will empower students to become informed and responsible citizens in an AI-powered world.

4. Continuous Improvement and Innovation

We will foster a culture of innovation and continuous improvement, encouraging experimentation and exploration of AI's potential to enhance teaching and learning.

We will remain adaptable and responsive to the evolving AI landscape, integrating new technologies and best practices as they emerge.

We will collaborate with external partners, including universities, research institutions, EdTech nonprofits, and industry leaders, to advance AI education and research.

5. Accountable and Sustainable

We will establish clear lines of accountability for the development, deployment, and use of AI systems, ensuring ethical outputs and taking responsibility for addressing potential issues.

We will implement robust testing and monitoring programs to ensure AI systems behave as intended and to address potential issues proactively.

We recognize the environmental impact of AI models, such as energy and water consumption, and commit to being conscious consumers of the technology.

AI Literacy

What is AI Literacy?

AI Literacy represents a comprehensive understanding of AI's capabilities, limitations, ethical implications, and societal impact, as represented by these five pillars:

Foundational Knowledge

Understanding core AI concepts, terminology, and different types of AI technologies.



Practical Application

Developing the skills to effectively and responsibly use AI tools, including how to evaluate and integrate them into instructional practice and other workflows.



Ethical Awareness

Recognizing the ethical considerations including bias, fairness, transparency, data privacy, and AI's impact on society.



Critical Thinking

Developing the ability to critically identify when to use AI, analyze its output, evaluate its reliability, understand its limitations, and mitigate potential risks.



Future-Oriented Perspective

Understanding the evolving nature of AI and its potential to shape the future of education and society by developing a growth mindset and a willingness to adapt.



AI Literacy

Why does AI Literacy Matter?

Educational Transformation

The rapid introduction of GenAI tools into classrooms presents both opportunities and challenges. To enhance learning outcomes and prepare students for their future, students must develop critical thinking and digital literacy skills to effectively evaluate and utilize AI-generated content, while teachers need to adapt their pedagogical approaches to purposefully integrate AI literacy and use into their lessons.

Career Readiness

AI is causing significant changes in the job market, making AI literacy an essential skill for the current and future workforce. Traditional job roles are increasingly being transformed by the integration of GenAI tools and technologies. This shift necessitates that all stakeholders develop their AI literacy to thrive in their future careers.

Digital Citizenship

AI is increasingly prevalent in our daily lives, impacting our decisions in subtle and overt ways. It is essential to cultivate information literacy that encompasses AI, enabling us to critically evaluate and utilize AI-generated content. Ethical considerations must guide our use of AI tools, ensuring they are used responsibly and for the betterment of society. Understanding the broader community impact of AI technologies allows us to anticipate and address potential consequences, fostering a just and equitable digital future.

Educational Equity

AI has the potential to both alleviate and exacerbate existing educational inequities. Access to AI tools and training must be universal, ensuring all students, regardless of socioeconomic status, background, or location, have the opportunity to develop crucial AI literacy skills. Thoughtful implementation of AI in education can personalize learning and support diverse learning needs, but we must proactively mitigate biases embedded in algorithms and datasets to avoid perpetuating or amplifying systemic inequalities.

Our Commitment to AI Literacy

CPS commits to developing opportunities for staff, students and community to develop AI literacy. Educators and staff can engage in the AI Badge Pathway or Professional Learning Communities. Details for these can be found in the Professional Development section of this Guidebook. For students, there is AI literacy and broader digital and media literacy curriculum embedded in Skyline, the District's universal PreK-12 high-quality curriculum. CPS is actively working on Pathways for families and other community stakeholders.

AI Literacy Essentials

Artificial Intelligence (AI) leverages computing power to mimic human cognitive functions such as problem-solving and decision-making. This technology includes learning from data, human feedback, and recognizing patterns through **machine learning**—a subset of AI where algorithms enable systems to enhance their performance over time without human guidance. AI systems also have the ability to process and analyze sensory data, using tools like cameras and microphones.

Generative AI (GenAI) is a subset of Artificial Intelligence. GenAI generates new content such as text, audio, code, images, or videos based on vast amounts of "training" data, typically derived from the internet. Users are able to request and refine specific content via **prompts and context setting:** directions, examples, and queries submitted to the model. Such technology can enhance research, content development and design, and approaches to teaching and learning, offering new creative educational tools.

It is important to address the ethics of AI. **Ethical AI** means developing and deploying these technologies with a steadfast commitment to fairness, transparency, and accountability, ensuring they positively impact society. This is crucial, as **biases** in AI training data can inadvertently perpetuate discrimination. Whether these biases are intentional or not, these tools and their outputs require rigorous scrutiny.

Moreover, the trustworthiness of outputs from GenAI systems is a critical concern, as GenAI models produce **"hallucinations,"** false or misleading information that appears correct. Though hallucinating is the popularized term, GenAI tools are not sentient and cannot "imagine" things. GenAI outputs are a synthesis of the most likely words to answer the prompt, which does not always correlate to fact and GenAI systems are not necessarily designed to check the generated string of words for accuracy. As such, GenAI outputs require careful review to prevent the dissemination of misinformation. The quality of GenAI outputs is thus dependent upon the user's expertise, AI literacy, and critical evaluation.

CPS plans to integrate a variety of GenAI tools into our daily operations. **District-ready Generative AI products and tools** come from either CPS internal development or external vendors, which require usage and data handling to be governed by strict contracts that align with our District's standards and policies. **Unapproved, third-party GenAI products are blocked on the CPS network** to maintain our robust AI Governance, protect our District, mitigate risk, and ensure responsible adoption. For more information on available tools and privacy restrictions visit the Approved Generative AI Tools section of the Guidebook.

As CPS embraces the transformative potential of GenAI in education, we are excited about the possibilities this technology offers for enhancing teaching and learning. We recognize the importance of maintaining the integrity of our educational practices and the originality of human thought. Our intent in creating this guidance is to enable stakeholders to use GenAI to innovate and expand their capacity for teaching and learning through safe, meaningful, and responsible exploration and adoption of AI. We are committed to preparing our students for a future in which they seamlessly integrate technology and human creativity.

Models vs Tools

Key vocabulary to understand is the difference between **foundational GenAI models** and **GenAI products and tools**. Think of the GenAI product as a car, and the foundational model as the engine that powers it. Many GenAI vendors license the popular models such as Google's Gemini, OpenAI's ChatGPT, or Anthropic's Claude to power their products. Even if CPS has a contract with the company that produced the foundational model being used in a GenAI product (say an EdTech tool is powered by Gemini), that doesn't guarantee that the product has a data agreement with the model that adheres to CPS AI Governance.

For more information on data agreements, see the Approved Generative AI Tools section of this document. For more key vocabulary, check the Glossary.

Memory vs Training

A common misconception about conversations with a generative AI chatbot is how it "trains" on your data. Some people may believe that as they engage with the chatbot, it is actively learning from their answers. **It is important to understand that a chatbot retaining your conversation is not the same as the GenAI model training on your data.**

For example: You tell Gemini that your birthday is in March. If, in a later response or conversation, you ask Gemini where you should go to dinner and it produces a response like "*Since you're a March Aries, and Aries is a fire sign, you should try a hibachi restaurant where the food is cooked on an open flame in front of you. Here are some options in your area…*" This is an example of the model **referencing** previous data you gave it and using it to tailor responses accordingly, often called the tool's **memory**. This doesn't impact any conversation other than your own, and if you start a new conversation window, or erase the memory, it won't impact your future conversations either.

Let's say you go on to respond that you don't like hibachi. If Google saves your conversation and uses it to determine patterns that inform how the model responds to anyone in the future, this is the model **training** on your data. This difference is why we can have agreements with Google, and other generative AI tools, that allow you to still have memory-enabled conversations while maintaining data privacy.

For more information on data agreements, see the Approved Generative AI Tools section of this document.

II. GenAI Guidance



General Guidance for All Stakeholders

Privacy, Security, and Confidentiality

When using GenAI tools, it is crucial to understand that any information provided—whether through prompts entered by the user or AI-generated responses—could potentially be used by companies to train their models unless that company has an approved data privacy agreement with the District. This includes stakeholders' personal details, and any proprietary or confidential information belonging to CPS. Assume that all information shared with a GenAI application will be used to train the model and could become accessible in the public domain unless explicitly told otherwise.

To safeguard privacy and maintain confidentiality, you should:

- Review the data privacy policy and terms of service of GenAI tools before using them to be aware of how the tool handles data and inputs.
- Always inform others when using GenAI tools that may impact their data and request their permission before doing so (i.e., meeting notetakers). Never input personally identifiable information or protected health information into GenAI tools that are not approved by the District.
- If using a GenAI tool that does not have an approved data privacy agreement with the District, never input:
    - confidential, sensitive, or legally protected information;
    - personally identifiable information or protected health information;
    - copyrighted material or proprietary CPS intellectual property.



Legally protected information would include, though it is not limited to, information contained in a student's record; information that identifies students, employees, and other individuals; information contained in an employee's record; proprietary information; etc.

Staff: Contact your manager or the IT Service Desk at (773) 553-3925 if you are unsure whether the information you are planning to input falls into any of the above categories.

General Guidance for All Stakeholders

Verification of the GenAI Tool's Output

GenAI tools generate outputs based on their training from large and diverse data sets. These outputs can contain false information ("hallucinations"), bias, and low quality materials.

To ensure responsible use:

- Always verify the accuracy, appropriateness, and quality of GenAI content based on your expertise and research before sharing. Asking the GenAI tool whether the information is correct is insufficient, as GenAI has been shown to generate false information formatted as factual statements and does not have error-recognition mechanisms or "awareness" of the limits of its capabilities.
- Avoid prompting for outputs that would require access to or awareness of copyrighted materials. This can be accomplished by, for example, examining the work for a copyright notice, considering the type of content and source (i.e., content issued by the US government is generally public), or referring to websites that store public domain works or the Copyright Database.

Responsible Use: Ethics and Bias

AI outputs reflect the biases present in the model's training data, which can lead to outputs that unintentionally perpetuate stereotypes or discrimination. This is contrary to CPS's commitment to diversity, equity, and inclusion. CPS aims to ensure GenAI tools are used in manners that are safe, responsible, and meaningful for our entire community.

To uphold our values:

- Conduct thorough reviews to ensure outputs are not only accurate, but also free of unintended biases and align with our educational goals.
- Verify and assess the source information that GenAI outputs are relying upon when available. This can be accomplished by using a "deep research" tool and verifying the sources that are cited.
- Be vigilant of biases in GenAI outputs, particularly when these tools are used to inform decision-making or data analysis.

If you would like support in determining if GenAI outputs are demonstrating bias or how to correct for it, contact the Office of Equity at equity@cps.edu.

General Guidance for All Stakeholders

Age Appropriate Usage

GenAI tools, whether publicly available or subscription-based, typically set age restrictions in their Privacy Policy or Terms and Conditions. Before encouraging your students to interact with any tools, make sure to review the terms to ensure compliance with them. Below is a list of mainstream tools and their respective restrictions for your awareness. **This does not imply District approval.** Details on District approved tools can be found in the Approved Generative AI Tools section.

Tool (company)	No Access	Parental Consent	No Permission Needed
ChatGPT (OpenAI)	Under 13	Parental consent must be obtained for students 13–17	18+
Claude (Anthropic)	Under 18	N/A - no access under 18	18+
Gemini, Gems, Nano Banana (Google)⁺	N/A	Parental consent must be obtained for students	18+
NotebookLM (Google)⁺	N/A	Parental consent must be obtained for students	18+
Copilot (Microsoft)⁺	Under 18	N/A - no access under 18	18+
Perplexity	Under 13	Parental consent must be obtained for students 13–17	18+
Adobe Firefly	N/A*	Parental consent must be obtained for students	18+
Canva	N/A*	Parental consent must be obtained for students	18+

* Only enforced for enterprise accounts ⁺ Enterprise product of the District

General Guidance for All Stakeholders

Tool Approval and Use

Approved GenAI tools can be found in the EdTech Catalog.

Access to GenAI tools is governed by all relevant federal, state, and local student privacy and safety laws (FERPA, COPPA, SOPPA, etc.), along with District policy. Under SOPPA, all educational technology tools, including those that leverage GenAI, are **reviewed, approved, and listed** in the EdTech Catalog. Parents and guardians can choose for their child not to use specific GenAI tools through individual school **opt-out practices**. Schools are encouraged to use or adapt an existing opt-out form if one already exists. If not, this opt-out sample form can be customized.

Centering Human Thinking and Decision-Making

Ethical and responsible use of GenAI requires human judgement at all stages of use. Be sure to use original creativity, thinking, and ideas in your prompting practices, and treat the resulting outputs as **"rough drafts" that require your expertise to refine**. This **human-in-the-loop** approach ensures that GenAI technology serves as a co-pilot rather than an autopilot. Human-centered GenAI use involves highly interactive, iterative work with a GenAI tool to produce valuable outputs that have been fully vetted by a subject matter expert: you. In practice, this means **double-checking** or **verifying** *every* AI-generated output for accuracy and alignment before sharing them or using them to inform decisions.



General Guidance for All Stakeholders

Maintaining Digital Well-being

A risk of GenAI tools is cognitive and/or social-emotional over-reliance. CPS encourages students to use these tools with awareness and intention so that they benefit from their capabilities while protecting themselves from these risks.



Students can maintain digital well-being by:

- Paying attention to patterns of GenAI use, both at school and outside of it. If they begin to turn to GenAI immediately for tasks or for social support, it is a signal worth noticing. If they have concerns about their relationship with GenAI, they should talk to a trusted adult.
- Prioritizing real connections with peers, teachers, and other trusted adults that are essential to growth and well-being. Recognize that real relationships with humans cannot, and should not, be replaced by tools designed to simulate friendship or emotional support.





Guidance for Students

In this section, we outline clear guidelines to ensure that our students uphold the values of CPS when using AI.

Tool Approval and Use

- Students may only use age-appropriate GenAI tools that have been vetted and approved by CPS, as reflected in the EdTech Catalog.
- A GenAI tool's approval within the EdTech Catalog is a reflection that it meets the District's standards for privacy, security, and confidentiality in compliance with all applicable state and federal laws. However, it does not reflect that the tool meets the District's academic standards for verification, bias, or fairness. Students, staff, and guardians should refer to the badges associated with each tool to understand when a tool may not meet these standards.
- Students must **obtain permission** from their teacher before using GenAI tools for academic work.



Guidance for Students

Academic Integrity

While responsible GenAI use can assist in learning, it should not replace students' independent thinking and learning. Students should produce work that is fundamentally their own. Students should clearly identify any AI-generated content that they have used in their assignments. Students are required to cite the use of GenAI in their academic work and specify how they used it. Failing to do so will be considered a violation of the Student Code of Conduct and will be addressed on a case-by-case basis according to individual school policy.



School reviews of each case will generally include:

- gathering information about the suspected incident, including providing the student with an opportunity to explain their actions;
- making reasonable efforts to contact parents/guardians to discuss the incident before assigning consequences; and
- determining consequences based on the needs and rights of all parties.

Responsible Use: Digital Citizenship

Students must use GenAI tools ethically. Students should never use GenAI tools to create inappropriate or harmful content. Students must follow the Student Acceptable Use Policy whenever they use GenAI tools, just as they should when using any other information technology resources. Violations of these guidelines, including the misuse of GenAI to generate offensive or damaging material, will result in disciplinary actions, which may range from a warning to more severe penalties depending on the nature of the infraction, pursuant to the Student Code of Conduct.

Guidance for Students

Meaningful Use of GenAI

In compliance with the **general guidance for all stakeholders** shared in previous sections, students may want to consider using GenAI in the following ways:

Collaboration

- Use GenAI as a brainstorming tool.
- Summarize ideas expressed during a small group discussion.
- Generate timelines and task lists for group projects.
- Synthesize a variety of opinions and propose compromise solutions.



Creativity

- Use GenAI image creators to bring ideas to life.
- Create digital media, such as videos, music, and coded interactives, with GenAI-powered design tools.
- Overcome writer's block by suggesting a variety of ideas and writing prompts.
- Ask GenAI to propose unconventional solutions to problems.



Learning

- Generate extra practice questions and study guides to review content.
- Use GenAI as an interactive study tool.
- Use generative search engines like Gemini Deep Research as a research tool to gather, summarize, and cite information efficiently.
- Generate immediate feedback on first drafts of written assignments.



Guidance for Students

Monitoring Safe Use

Usage of GenAI tools will be governed under the SOPPA model, wherein teachers are responsible for monitoring student use of approved technologies. Misuse of GenAI tools will be addressed in accordance with the Student Acceptable Use Policy and CPS's Student Code of Conduct, which may include warnings or removal of access to tools.

These guidelines ensure that students at CPS use GenAI technologies responsibly, contributing positively to their educational environment.



Guidance for Families

AI tools are rapidly evolving, offering both opportunities and challenges for students. CPS is committed to integrating these tools in ways that **prioritize student safety, responsible practices, and meaningful use**. To achieve this, teachers are developing their AI literacy and being trained to incorporate GenAI tools into instruction effectively, ensuring they enhance learning while maintaining academic rigor and student safety. CPS also values **open communication and collaboration**, encouraging parents and guardians to build their AI literacy as well and engage in meaningful conversations with their children and teachers about the use of GenAI in education. Your insights, questions, and concerns are vital as we **navigate this evolving landscape together**. CPS is dedicated to creating a safe, supportive, and innovative learning environment where students are prepared for success and GenAI tools enhance educational opportunities while respecting family values and promoting ethical practices.

Age-Appropriate and Approved Tools

CPS staff ensure that students use GenAI tools that are appropriate for their age and maturity level. Teachers will adhere to age restrictions and only use tools suitable for students. To ensure the safety and security of student data, CPS rigorously evaluates all educational technology. (EdTech) tools. Only tools that meet strict standards for data privacy, security, and confidentiality are approved for use. The CPS EdTech Catalog provides a comprehensive list of these vetted tools, along with details about their data privacy practices. For more information and to view approved GenAI tools, visit the EdTech Catalog.

Responsible Use and Academic Integrity

CPS promotes responsible digital citizenship and ethical behavior when using GenAI tools. Students are supported in avoiding cognitive or socioemotional over-reliance on GenAI, and expected to respect copyright laws, avoid plagiarism, and refrain from generating inappropriate or harmful content. While GenAI tools can support learning, CPS expects students to produce original work and properly acknowledge any use of AI. Misrepresenting AI-generated work as one's own or unauthorized use of GenAI for assignments is considered a violation of academic integrity. Such violations will be addressed in accordance with the Student Acceptable Use Policy and Student Code of Conduct, in addition to individual school policies. Discussing these principles with your children can help foster a strong sense of safe, responsible, and accountable online behavior.

Opt-Out Options

Schools will clearly communicate information about the GenAI tools used in classrooms and the procedures for opting out if you prefer your child not to use them. Schools are encouraged to use or adapt an existing opt-out form if one already exists, and a sample that can be customized has been provided here. Your participation in this process helps ensure that your child's educational experience aligns with your family's values and preferences.

Guidance for Educators and Staff

As educators and staff at CPS, **GenAI tools present an opportunity to elevate our educational delivery and streamline administrative tasks.** Guided by the principles outlined in our High-Quality Curriculum Implementation Framework, we strive to harness these technologies in ways that enhance efficiency and amplify the educational experiences rooted in our high-quality curricular materials.

Responsible Use

As role models, it is imperative that our staff exemplify ethical use of GenAI tools. This includes maintaining transparency by appropriately citing or disclosing the use of GenAI, and ensuring the content generated has been critically evaluated for bias, hallucinations, and quality, and is suitable for educational purposes. Additionally, staff may enter confidential data *only* into GenAI tools that have approved data privacy agreements with the District, including but not limited to student record information, confidential employee information, and any identifying information. As a further precaution, staff are advised to turn off chat history and data training in the settings of any GenAI tool used in their professional practice.

Tool Approval and Use

Staff members are required to use only GenAI tools that have been vetted and approved by CPS, as reflected in the EdTech Catalog. A tool's approval within the EdTech Catalog reflects that it meets the District's standards for privacy, security, and confidentiality in compliance with all applicable state and federal laws. However, it does not reflect that the tool meets the District's academic standards for verification, bias, fairness, or output quality. Educators and staff should refer to the badges associated with each tool to understand when a tool may not meet these standards. This policy ensures that the tools align with our educational goals and adhere to our rigorous data privacy and security standards.

Guidance for Educators and Staff

Monitoring Safe Use

Staff using GenAI tools with students are responsible for ensuring that students engage with these tools responsibly, maintaining an awareness of age limitations, permissions, and well-being, and clearly communicating expectations to students and families. School staff should report instances of misuse to their principal or designee, and be prepared to develop alternate activities that do not require the use of GenAI for students who lose the privilege of GenAI access or whose families do not consent.

Meaningful Use: Instructional Opportunities

As with any new student-facing technology, the introduction of GenAI tools invites educators to consider how GenAI can further the underlying goals of their activities and assignments instead of impeding them. The Instructional Practice AI Operating Committee was created in light of this, the steadily increasing demand for Generative AI skills in the workforce, and our commitment to preparing students for a rapidly changing world.

For guidance and concrete ideas on incorporating GenAI tools in your instructional practices, visit the Instructional GenAI Playbook.

Guidance for Administrators

As leaders within Chicago Public Schools, **administrators play a critical role for effective AI integration in their communities by overseeing the use and governance of Generative AI tools and the development of AI Literacy in their communities.** In addition to adhering to all previously outlined guidelines applicable to all stakeholders and staff, administrators have additional responsibilities to ensure these tools are used safely, responsibly, and meaningfully.

Monitoring Safe Use

Ensure that educators, staff, and students comply with CPS's GenAI guidelines. Take an active role in communicating and enforcing the guidelines, ensuring that any deviations are addressed promptly and effectively. This includes implementing corrective actions and disciplinary measures as necessary.

Incident Management

Prepare to respond swiftly to any incidents of misuse or breach of GenAI guidelines. This includes investigating the issue, understanding the impact, and taking appropriate action to mitigate any negative consequences.



Develop and maintain clear channels for reporting concerns or incidents related to GenAI use. Ensure that educators, staff, and students are aware of how and when to report issues.

Support and Resources

Ensure that all stakeholders have the necessary resources and training to develop their AI Literacy and use GenAI tools safely, responsibly, and meaningfully. This includes facilitating ongoing professional development, student training, and access to the latest approved educational technologies.

Guidance for ITS

It's essential to follow standard software engineering best practices to minimize potential bias and ensure data quality in GenAI models. Our teams must adhere to these practices throughout the development and management of GenAI software and applications, emphasizing security and safety at every stage.

Design and Development

Ensure all software is secure by design, free from vulnerabilities, and continuously evaluated through testing, patching, and authentication measures.

Maintain AI software and related applications in a secure, private script repository with version control to manage changes effectively.

Deployment

Test AI software in the QA and development environments to confirm that all changes meet the required specifications before deployment in the production environment.

Implement continuous integration (CI) and continuous deployment (CD) when possible to automate testing, deployment, and monitoring.

Support and Resources

Ensure that stakeholders have the necessary resources and training to use AI tools effectively and responsibly. This includes facilitating ongoing professional development and access to the latest approved educational technologies.

Vulnerability

Regularly update AI software according to patching standards and adhere to the change management process for any changes.

Incident

All AI software and applications in the production environment must follow incident management protocols to handle any issues that arise.

Configuration

Maintain AI software within a configuration management system (CMS), which includes details on software versions, relationships to other configuration items, and their locations.

Guidance for ITS

Monitoring Safe Use: Noncompliance

CPS reserves the right to access and monitor the use of AI applications on any CPS-issued devices or that appear on CPS-managed networks to ensure compliant use of these systems in accordance with the Staff and Student Acceptable Use Policies.

Users who fail to comply with any provision of this guidance may be subject to discipline up to and including termination of employment. Violations by contractors may be considered a breach of contract and result in removal from the assignment. Any AI-related activities that appear to violate applicable laws will be reported to external law enforcement.

If monitoring systems and processes detect a possible guideline violation, or if a User reports a possible guideline violation, the suspect event should be processed using appropriate security incident response processes.



Guidance for Vendors

This section outlines the expectations and guidelines for third-party vendors providing AI and GenAI tools and services to CPS. Adherence to these guidelines is crucial for ensuring the secure, responsible, and meaningful integration of these technologies within our educational environment, aligning with the CPS mission to provide a high-quality public education.

Tool Approval and Use

All AI EdTech tools provided by vendors must undergo the same rigorous vetting and approval process as all EdTech tools used by CPS before they can be used by students or with student data. Known as the EdTech Request for Qualifications (RFQ), this process is currently available once a year and vendors can sign up for notification of future contract opportunities on the CPS Procurement Website.



Approval signifies that the tool meets the District's standards for privacy, security, and confidentiality in compliance with all applicable federal, state, and local student privacy and safety laws (FERPA, COPPA, SOPPA, etc.) and District policy.

Vendors must provide comprehensive documentation regarding their tool's data privacy practices, including how data is collected, stored, used, and protected. This information will be a key factor in the approval process.

Vendors should be prepared to provide information regarding the age appropriateness of their tools, including any age restrictions outlined in their privacy policy or terms and conditions.

Guidance for Vendors

Privacy, Security, and Confidentiality

Vendors must ensure that their AI tools and services are designed and operated to protect the privacy and security of all CPS stakeholders, including students, families, and CPS employees.

It is imperative that no personally identifiable information (PII) or protected health information is collected, stored, or processed in a manner that goes against CPS guidelines and could compromise the privacy of our stakeholders.

Foundational model vendors must ensure that stakeholder information, copyrighted material, or proprietary CPS intellectual property is not used to train their models without explicit permission. Application layer vendors must ensure that the same is not used in the fine-tuning of their tools or shared with the foundational model vendor without explicit permission.

Vendors should implement robust security measures to prevent unauthorized access, data breaches, and misuse of CPS data. Security by design principles should be followed, with continuous evaluation through testing, patching, and authentication measures.

Responsible Use

Vendors are expected to develop and deploy AI technologies with a steadfast commitment to fairness, transparency, accountability, and accessibility.

Efforts should be made to minimize potential bias in AI models, recognizing that biases in training data can inadvertently perpetuate discrimination, which is contrary to CPS's commitment to diversity, equity, and inclusion. Vendors should strive for algorithmic fairness and be transparent about the potential for algorithmic bias.

It is critical to address the issue of hallucinations, where GenAI models produce false or misleading information. Vendors should have mechanisms in place to mitigate these inaccuracies and clearly communicate this potential risk to users.

Vendors should strive for explainable AI, providing insights into how their systems work and how decisions are made while promoting a human-in-the-loop approach, recognizing that human oversight is essential for safe, responsible, and meaningful AI use.

As with all digital technology development for the District, vendors of AI tools are expected to design for accessibility in alignment with the international Web Content Accessibility Guidelines (WCAG) standards.

Guidance for Vendors

Support and Resources

Vendors are expected to provide adequate support and resources to CPS staff for the effective and responsible use of their AI tools. This includes providing professional development initiatives, training materials, technical support, and ongoing updates.

Vendors should maintain open communication channels with CPS to address any concerns, issues, or updates related to their AI offerings.



III. Approved Generative AI Tools



Approved Generative AI Tools

A key aspect of AI literacy and engaging in active learning is knowing what tools are available to you. **District-ready Generative AI products and tools** come from either our own internal development or external vendors. The rapid evolution of AI technology has introduced significant data security and legal complexities. Our priority remains enabling productive work within a secure and compliant environment, while recognizing and valuing the exploration and innovation happening District-wide. **Unapproved, third-party GenAI products are blocked on the CPS network** to maintain our robust AI Governance, protect our District, mitigate risk, and ensure responsible adoption. Approved tools have entered into an enterprise data share agreement, meaning they have a contract with CPS agreeing not to train their models on or store any data from interactions with their product–**ensuring student privacy**. Read more in the CPS AI Access Overview.

Enterprise Products

Product	Use Case	Access Notes	Exemplar Outputs
Gemini	This is your District-approved chatbot. Use responsibly as a search and content generation tool. Create "Gems", reusable tools tailored to your instructions and documents.	Gemini can be accessed through the chatbot interface, or integrated into your Google Suite through the Gemini diamond icon ✦ in toolbars.	**Set to be Released for Back-to-School**
Microsoft Copilot	If you have a preference for ChatGPT or Claude instead of Gemini, Microsoft Copilot allows you to use their OpenAI GPT models and Claude Opus models in a District-approved, data-safe manner. We can create agents in copilot just like Gems, but unlike Gems the token usage (processing cost) is NOT FREE when shared	You have to sign in through Microsoft, **NOT** create a personal account with your CPS email, for your usage to fall under the CPS data-privacy agreement	No exemplar outputs

NotebookLM	With NotebookLM, you can: - Get grounded information based on your sources with clear in-line citations for accuracy, transparency, and trust. - Easily upload PDFs, websites, YouTube videos, audio files, Google Docs, Google Slides and more, or discover new sources. - Generate text, sophisticated graphs, images, and audio in 80+ languages. - Transform your sources into approachable formats such as study guides, briefings, audio overviews, mind maps, and more.	No access notes	HQIM Evaluation Research - An interactive podcast on understanding what makes instructional materials high quality

For more details on how to get started with enterprise products, explore the GenAI 101 - AI Literacy slide deck.

Internal AI Product Development Process

At first glance, the generative AI marketplace seems saturated with capable, ready-to-use products. However, our mandate at CPS goes beyond mere functionality: we strive for student privacy, instructional quality, and equitable access. While we leverage external tools where appropriate, we prioritize internal development for high-stakes use cases to ensure AI implementations in the District align with our values and obligations. We build our own tools not to reinvent the wheel, but to ensure the vehicle is safe for our students to ride in. Internal development of generative AI tools has value for customization to CPS specific contexts and needs such as faster curriculum creation and support with District-specific knowledge and rubrics, and reduced reliance on costly external purchases and customization allowing for long-term cost efficiencies.

If you have ideas for internal AI use cases that would be valuable for the District, use this simple form to capture your ideas for using AI to improve our operations: AI Use Case Template. The goal is to clearly outline the opportunity and establish a baseline so we can measure our success.

Exemplar: CPS Assist

The objective of CPS Assist is to serve as a knowledgeable and supportive chatbot, empowering stakeholders from all areas of CPS to effectively access and use the District's widespread resources. CPS Assist currently exists in the form of individual chatbots for different departments, and with time will be consolidated into one District-wide chatbot covering all CPS knowledge bases. CPS Assist is currently available to Transportation, HR, and ITS, with a Skyline chatbot in development.

Beyond Enterprise

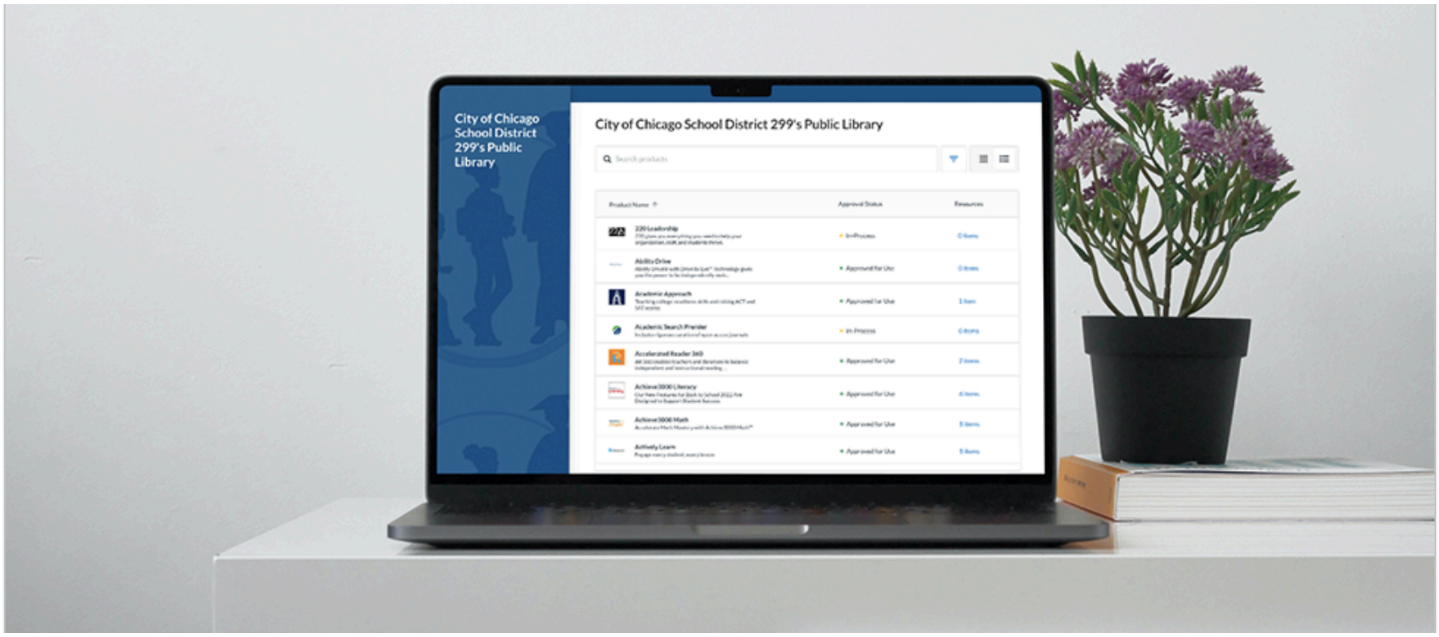
Do you have a specific use case not met by the District Enterprise tools or our internal development? All known GenAI products and their approval statuses can be found in the EdTech Catalog, updated annually in July. There are hundreds of EdTech tools in the catalog across grade bands and content areas.

Product Approval

Still not finding what you need? It's possible you have an AI product that fills a use case not covered by the District Enterprise tools or any of the products found in the EdTech Catalog. When proposing a new product for approval, ensure it is not already listed in the EdTech Catalog as not having passed the approval process. The District solicits for EdTech products, including AI EdTech tools, annually. New products cannot be used until they have a contract and data share agreement with the District. Be aware that this process can take up to a year and half. This document and the EdTech Catalog will be updated as new products become available.

External AI Product Approval Process

Within CPS' AI Governance Framework, the Instructional Practice AI Operating Committee established a process to approve and oversee all school-based pilots that leverage GenAI tools. To approve a pilot, they review how the pilot aligns with the Five-Year Strategic Plan and CPS' AI Exploration Rubric, participation, data collection, and scaffolding plans, expected impact and academic outcomes, and proposed success metrics. Once approved, they divide the duration of the pilot into three phases and assess the successes, lessons learned, and resulting impacts on the pilot at each benchmark. Once concluded, they analyze the impact of the pilot on teachers and students, insights from data collection, scaffolding, and next steps to deliver a final recommendation to the AI Steering Committee.



IV. Professional Development



Badge Pathway

The AI Badge Pathway is a structured program with a focus on AI literacy designed to deepen individuals' understanding of AI and its practical applications within CPS. Starting with foundational AI principles and our five pillars of AI literacy, the program guides participants to select appropriate AI tools based on their needs and desired outcomes, all while emphasizing safety considerations, responsible practices, and meaningful use. Participants learn to develop AI-driven solutions for their unique challenges, with each badge aligning with CPS's strategic goals. Ultimately, the Badge Pathway fosters a shared understanding of AI's potential to impact CPS and the wider world.



Professional Learning Communities

AI Professional Learning Communities (PLCs) are collaborative groups within CPS where educators and staff learn, integrate, and grow with AI tools. These PLCs provide structured spaces for sharing experiences, discussing challenges, and exchanging best practices around AI implementation. Participants engage in ongoing, hands-on learning to develop their AI literacy, focusing on ethical considerations, data privacy, and effective usage within CPS's systems. All stakeholders are eligible to participate in the PLCs following their completion of the CPS AI Foundations Badge, ensuring that everyone has the basic foundational knowledge necessary to engage in meaningful and impactful conversations with their peers.

Continuous Support

Ensures continuous support for educators as AI tools evolve, enabling them to leverage AI for enhanced instruction, streamlined assessments, and data-informed decisions.

Digital Communities

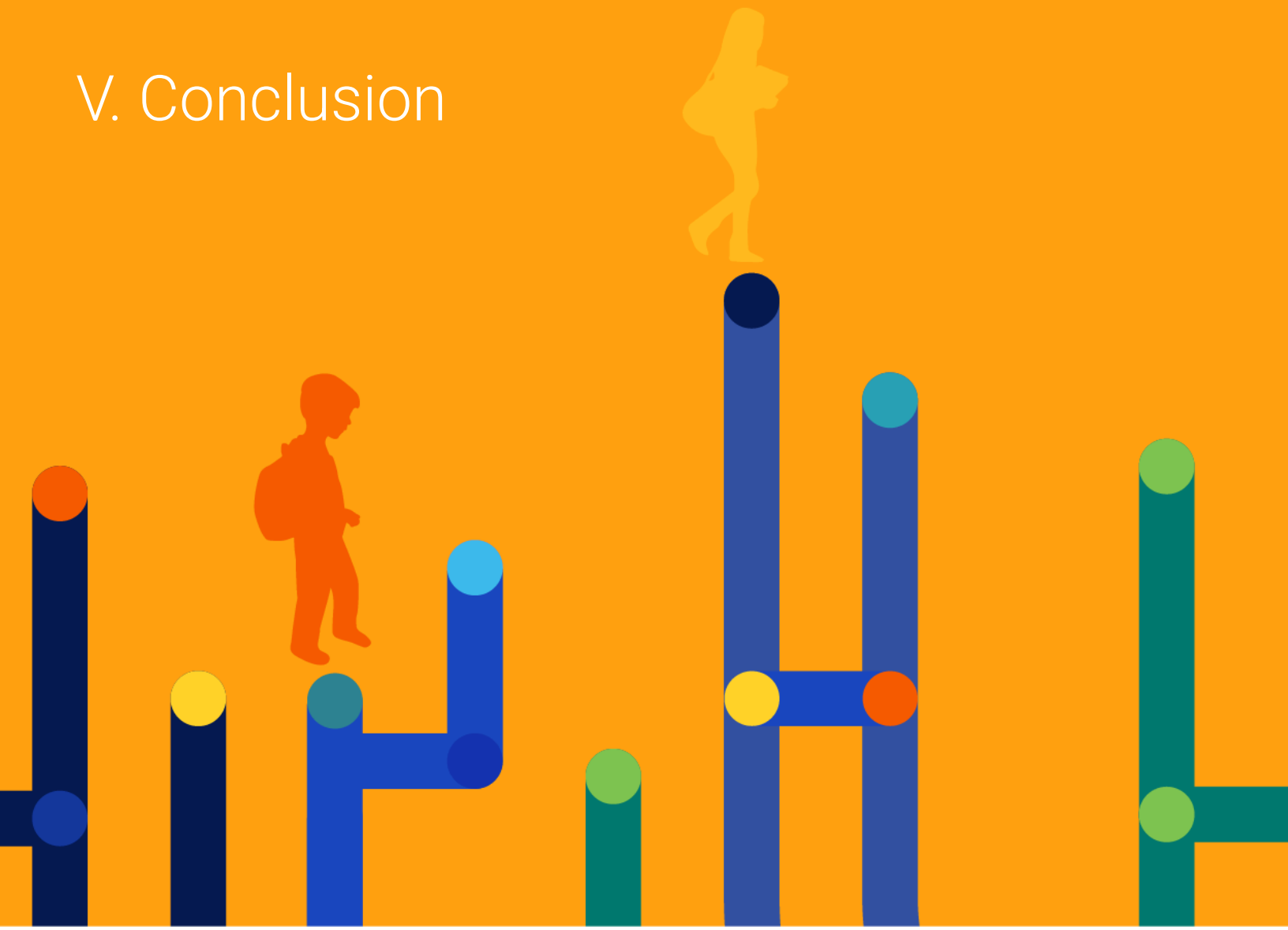
Leverages digital platforms to foster a culture of shared knowledge and collective problem-solving to build confidence and proficiency in AI usage.

Monthly Webinars

Offers monthly webinar-style training sessions to introduce new AI developments and maintain a focus on continuous improvement.



V. Conclusion



Conclusion

Since 2024-2025, we have worked to continuously implement the policies outlined above, refining and adjusting as we gather valuable insights and experiences. CPS is committed to steadily integrating GenAI guided by a devotion to ethical use, responsible innovation, and the continuous improvement of our educational practices. As we move forward, we will maintain an open dialogue within our school community, ensuring that our policies evolve to reflect our collective experiences and the ever-changing landscape of educational technology.

For additional information, please visit the CPS AI Guidebook website at cps.edu/aiguidebook.



VI. Appendix



Steering Committee

The educational landscape is rapidly evolving, and CPS is committed to equipping our stakeholders with the tools and knowledge to thrive in the "Age of AI". To guide this effort, CPS has established an AI Steering Committee, a cross-governing body that meets bi-weekly to ensure a safe, responsible, and meaningful approach to GenAI across the District. This committee is dedicated to developing a District-wide framework that provides access to AI resources for all stakeholders, all while prioritizing safety, responsibility, and meaningful use.

Name	Title	Office/Department
Alexander Fishman	DL Dgn & Instr GenAI Integ Mgr	Curriculum, Instruction and Digital Learning
Alexander Zalar	Principal	Ernst Prussing School
Althea Hammond	Principal	Ambrose Plamondon School
Andre Schmidt	Project Manager	IT Business Partnerships and Innovation
Anne Marie Spehar	Dir, Enterprise Change Mgmt	IT Business Partnerships and Innovation
Annise Lewis	Deputy Chief Teaching & Lrng	Teaching and Learning
Anya Bardach	AI Program Specialist	IT Business Partnerships and Innovation
Arba Houlden	ED, IT Bus Partnership & Innov	IT Business Partnerships and Innovation
Armando Rodriguez	Deputy Chief, OCCS	Office of College and Career Success
Brendan Perry	Dir, Policy, Ethics, & Records	Policy and Procedures
Casey Fuess	Assistant Principal	The Virtual Academy
Charles Mayfield	Chief Operating Officer	Chief Operating Office
Charlotte Cager	Engagement Specialist Team Lead	Technology Support

Devin Swartley	Dir, Schl Leadership Pipeline	Department of Principal Quality
Edward Wagner	Chief Info Technology Officer	Information and Technology Services
Guido Volpe	Director, Business Operations	Information and Technology Services
Helena Swanson-Nystrom	ED, CIDL	Curriculum, Instruction and Digital Learning
Kandace Stallings	Social & Emotional Lrng Spec	Options Network
Kimani Dinga	Director, Information Security	Information Security
Kimberly Watson	Chief of Staff to the COO	Chief Operating Office
Kyle Alston	Director, Network Services	Network Services
Leticia Lopez	Deputy Chief, Procurement	Procurement and Contracts
Lorne Rodriguez	Mgr, Enterprise Generative AI	IT Business Partnerships and Innovation
Robert Coonce	Director, Web Services	Web Services
Shruti Saxena	DIr, Office Ops & Initiatives	Talent
Sree Sundaram	ED Enterprise Application Srvc	Enterprise Application Services
Tynan Mulroy	Chrome Platform Lead Engineer	Information and Technology Services

Instructional Practice AI Operating Committee

Chairs: Alexander Fishman, Kara Thorstenson

Name	Title	Office/Department
Alexander Fishman	DL Dgn & Instr GenAI Integ Mgr	Curriculum, Instruction, and Digital Learning
Ayana Davies	Generative AI Specialist	Curriculum, Instruction, and Digital Learning
Brianna Brown	EL Instructional Dev Spec	Ofc Multicultural/Lingual CW
Catherine Plocher	Instructional Support Leader	Network 6
Cesar Torruella	ED, Arts Education	Arts
Charlotte Cager	Apple Device Mgmt Team Lead	Information and Technology Services
Colum Dillon	Math Content Specialist	STEM Programs
Corey Morrison	ED, STEM	STEM Programs
Giovanni Benincasa	User Experience Specialist	Pre K-12 Curriculum
Helena Swanson-Nystrom	ED, CIDL	Pre K-12 Curriculum
Jane Fleming	Director, Literacy	Literacy
Janet Kamiri-Ong	Health Education Content Spec	Health and Physical Education
Jennifer Brooks	Professional Learning Spec	Chief Equity Office
Jennifer Chin	Instruct Core Prof Lrning Spec	Professional Learning
Jennifer Keating	IT Training Specialist	ITS Training
Joseph Olsen	Data Quality Mgmt Team Lead	Early College and Career
Juman Kekhia	Manager, IB Program Support	Students with Disabilities

Kara Thorstenson	Dir, Digital Learning & Libraries	Curriculum, Instruction, and Digital Learning
Kristan Beck	Director, Computer Science	STEM Programs
Laura Zaniolo	Instructional Support Leader	Network 6
Lissette Rua	Instructional Support Leader	Network 6
M Ari Frede	School CIWP Specialist	Network Support
Maram Sweis	Director, Advanced Learning	Advanced Learning
Mark Sidarous	Regular Teacher	Lindblom Math and Science Academy
Michelle Rabkin	Director, Science	STEM Programs
Priscilla Herrada	Manager, Literacy	Literacy
Sabrina Chen	Inclusive Responsive Educ Mgr	Student Voice and Engagement
Scott Topel	Instructional Support Leader	Network 6
Sunil Williams	Frontend Engineer	Curriculum, Instruction, and Digital Learning
Timothy Jackson	Social & Emotional Lrng Spec	CW Social and Emotional Learning
Vivian Redwood	Instructional Support Leader	Network 9
Whitney Carson	EL Instructional Dev Spec	Multicultural/Lingual Education
Yvette Vazquez	Instructional Support Leader	Network 15

Operational Efficiency Subcommittee

Chair: Shruti Saxena, Kandace Stallings

Name	Title	Office/Department
Alexandra Lopez	Dir Accountability & Engagement	Family and Community Engagement
Antoinette Henley	Dir, CO Budget Management	Budget and Management Office
Bryan Forero	Dir, Procurement Category Mgmt	Procurement
Chinuotu Wonuigwe	Dir, Transport Diverse Learner	Student Transportation
Ebany Guerra	Audit Associate	Internal Audit and Advisory Service
Grace Solomon	Assistant General Counsel	Law Office
Hilda Flores	ED, Payroll Services	Payroll Services
Himanshu Abhyankar	AI Design Specialist	IT Business Partnerships and Innovation
Jeremy Zuniga	Mgr, Assessment for Learning	Student Assessment and MTSS
Jose Prieto	Financial Compliance Manager	Accounting
Kandace Stallings	Social & Emotional Lrng Spec	Options Network
Kimberly Watson	Chief of Staff to the COO	Chief Operating Officer
Leslie Kniskern	Senior Project Manager	Talent Office
Maria Brown	School Scheduling Manager	Instructional Systems and Supports
Nicolas Cuervo	Translation Manager	Ofc Students w/ Disab-Srvc Del
Raven Hazley	Safe Schools & Transition Mgr	Options Network
Ricardo Sandoval	Senior Systems Analyst	Nutrition Support Services
Samantha Semrow	Project Manager	Planning and Data Management

Shruti Saxena	DIr, Office Ops & Initiatives	Talent
Swapna Ramurthy	Senior Business Analyst	IT Business Partnerships and Innovation

Development, Data Management, and Analytics Subcommittee

Chair: Robert Coonce

Name	Title	Office/Department
Alahrie Aziz-Sims	Principal	Bogan HS
Agnes Juarez	Instructional Support Leader	Network 8
Chiranjeevi Galla	SQL Server DBA Manager	Web Services
Deepa Govind	Manager, Web Development	Web Services
Davis Jedd	Audit Associate	Internal Audit and Advisory Service
Gregory Edwards	Senior Software Engineer	Web Services
Jordan Radford	Assistant General Counsel	Law Office
Kelly Rosiles-Villagomez	Medicaid Operations Analyst	Budget and Management Office
Kishasha Ford	Director, Local School Council Relations	Family and Community Engagement
Patrick Kelly-Hard	Instructional Support Leader	Network 9
Robert Coonce	Director, Web Services	Web Services
Annette Legrand	Software Engineer	Web Services
Tihomir Canji	Manager, Web Production	Web Services
Zahra Naqi-Hasnain	Data Strategist	Chief Equity Office

School Leader AI Coalition

Co-Chairs: Althea Hammond, Alexander Zalar, Casey Fuess

Name	Title	Office/Department
Adam Stucky	Assistant Principal	Alcott College Prep HS
Alexander Zalar	Principal	Ernst Prussing School
Alexandra Dakessian	Assistant Principal	John T Mccutcheon School
Althea Hammond	Principal	Ambrose Plamondon School
Andrea Kulas	Assistant Principal	Peace and Education Coalition
Barton Dassinger	Principal	Cesar Chavez Multicultural Academy
Casey Fuess	Interim Principal	Chicago HS of the Arts
Chad Thomas	Dir, School Leader Engagement	Department of Principal Quality
Chase James	Assistant Principal	Audubon Elem
Christine Hurley	Principal	Virgil Grissom Elementary
Christopher Graves	Principal	Jordan Community School
Clarisa Bravo-Ruiz	Assistant Principal	Sidney Sawyer School
Hadiya Turner-stanton	Assistant Principal	Charles Evans Hughes Elementary
Javier Arriola-Lopez	Principal	Rachel Carson Elementary
Jeff Finelli	Principal	Edison Park Elementary School
Joshua Dresser	Assistant Principal	Lane Tech
Joshua Vander Jagt	Assistant Principal	Abraham Lincoln School
Kamilah Hampton	Principal	Richard J Daley Academy
Kusan Thomas	Principal	Ray Graham Training Center

Latisha Dillard	Assistant Principal	John L Marsh School
Melissa Resh	Principal	Wildwood IB World Magnet
Michael Wilkinson	Assistant Principal	Chicago Academy Elementary
Regina Latimer	Principal	Charles W Earle School
Ryan Leonard	Interim Principal	Chicago Academy High School
Shontell Smith	Interim Principal	Joseph Warren School
Terrie Rayburn	Assistant Principal	Casals School of Excellence
Terry Batey	Assistant Principal	Prosser Career Academy HS
Tonya Weatherly	Principal	Martha M Ruggles School
Victoria Perry	Assistant Principal	Thomas J Higgins Elementary Community Academy
Virag Nanavati	Principal	David G Farragut Career Academy
Yadira Guzman	Principal	John Greenleaf Whittier School

Glossary

A

Algorithm: A set of step-by-step instructions that a computer follows to complete a task.

Algorithmic Bias: This refers to the potential for AI systems to perpetuate or amplify existing **biases** due to biased training data or flawed **algorithms,** resulting in unfair or discriminatory outcomes.

Artificial Intelligence (AI): The ability of a computer or machine to mimic human intelligence (e.g., learn, reason, solve problems).

AI Ethics: Guidelines for developing and using **AI** responsibly and ethically, ensuring fairness, safety, and respect for everyone.

AI Literacy: Involves the knowledge, skills, and attitudes necessary to interact with **AI** in a safe and effective way. This includes understanding how **AI** works, recognizing its potential benefits and risks, evaluating **AI tools** for **bias** and fairness, and developing the skills to use **AI tools** effectively and critically in teaching and learning responsibly.

AI Model: A computer program trained on a **dataset** to recognize patterns and perform specific tasks.

AI Safety: Measures taken to ensure **AI tools** are used in ways that prevent harm to individuals or society. This can encompass **data** privacy, **bias** mitigation, and responsible development.

AI Tool: AI-powered software that can automate or assist users with a variety of tasks (e.g., AI-powered writing tools, tutoring programs, or assessment tools).

B

Bias: When an AI system unfairly favors certain groups or produces prejudiced results. This can happen if the **data** used to train the AI is incomplete or reflects existing **biases** in society.

C

Chain-of-Thought (COT) Prompting: A **prompting** strategy that asks an **AI tool** to process instructions step-by-step, which can produce a better result for logical and mathematical reasoning tasks.

Context-Setting: When prompting, providing examples, information, and relevant context to an **AI** tool that allows the tool to produce higher quality outputs.

D

Data: Information, such as facts, numbers, and text, that is used to train **AI tools**.

Dataset: A large collection of organized information (like text, images, or numbers) used to train an **AI model**.

Data Privacy: Protecting stakeholders' personally identifiable information (PII) when using digital tools, including **AI tools**.

Deep Learning: A subset of **machine learning** that uses **neural networks** to recognize complex patterns in large amounts of **data**. Deep learning powers **GenAI** capabilities, including image recognition, natural language processing.

Digital Citizenship: Responsible and ethical use of technology, encompassing online safety, privacy, critical thinking, and respectful interactions in the digital world.

Glossary

E

Explainable AI: AI tools should be designed in a way that allows stakeholders to understand how they work and how decisions are made. This includes providing clear explanations of the factors considered and the logic used in the decision-making process.

F

Few-Shot Prompting: A **prompting** strategy that includes two or more examples of the desired input and **output**.

G

Generative AI (GenAI): A type of **AI** that can create new content, such as text, images, music, audio, or code.

H

Hallucination: Any inaccurate or misleading **output** from an **AI tool**. These can be presented as facts by the **AI tool** , further elevating the need to properly vet the **outputs** before using them more broadly.

Human-in-the-Loop: An understanding that humans should always be involved in processes involving **AI**, providing guidance, feedback, or making final decisions to ensure the AI is used responsibly and effectively.

I

Internal GenAI: These are restricted for use within a specific organization or domain and may require payment. One example is Google's Gemini Enterprise, which is an add-on for Google Workspace.

L

Large Language Model (LLM): An **AI model** that is trained on large amounts of text to identify patterns between words, concepts, and phrases to generate effective responses to **prompts**.

M

Machine Learning (ML): A subset of **AI** focused on developing computer programs that can analyze **data** to make decisions or predictions.

N

Natural Language Processing (NLP): A field of **AI** that enables machines to parse, analyze, and generate human language.

Neural Networks: Advanced computing **algorithms** inspired by the human brain

O

One-Shot Prompting: A **prompting** strategy that includes one example of the desired input and **output**.

Output: The information or creative work that an **AI tool** produces after it is **prompted**, such as an answer to a question, a text summary, an image, or a piece of music.

P

Prompt: The method for interacting with an **AI tool** in the form of a request, question, snippet, or an example.

Public GenAI: These tools are available to anyone on the internet, such as Gemini Chat, ChatGPT, Claude, or Perplexity.

Glossary

R

Reinforcement Learning: A type of **ML** that provides feedback to a program to improve its decisions over time.

S

Supervised Learning: A type of **ML** that uses labeled **datasets** to train a program to recognize patterns in **data**.

T

Transparency: Being open and honest about how **AI tools** are trained and how they work to all stakeholders, including being clear about when and how **AI** is used in the classroom.

Tokens: Units of data processed by AI models during training and output generation.

U

Unsupervised Learning: A type of **ML** that uses unlabeled **datasets** to allow a program to identify patterns in **data** without a specific output in mind.

V

Vendor GenAI: This type of **GenAI** is provided by third-party vendors whom CPS may contract to ensure **data** handling and usage align with District standards and policies. It is important for CPS to carefully vet any vendors to ensure alignment with District values and **data privacy** standards.

Z

Zero-Shot Prompting: A **prompting** strategy that doesn't include any examples of the desired input and **output**.

Version History

Version 6.0

Updated May 2026

Removals

Guidance for Educators & Staff: Opportunities for Incorporating GenAI in the Classroom

Replaced by the Instructional GenAI Playbook

Additions

What is AI Literacy?: Our Commitment to AI Literacy

Guidance for All Stakeholders: Maintaining Digital Well-being

Age-Appropriate Tools: Updated policies and additional tools

Approved Generative AI Tools: Information on enterprise products, internal AI development, and external AI product approval

Glossary: Tokens definition

Conclusion: Current state of AI implementation in the District

Edits

Reduction of anthropomorphizing and highly technical language

More thorough distinctions of AI versus GenAI

Rename **Guidance for Parents and Guardians** to **Guidance for Families**

Version 5.0

Updated August 2025

Edits

Fixed broken links & minor formatting issues

Version 4.0

Updated July 2025

Edits

Updated guide to adhere to accessibility standards, including ensuring correct color contrast, increasing minimum type size, configuring paragraph styles for correct header and paragraph tagging, adding alt text to images, tagging design elements as artifacts, tagging and formatting tables for screen readers, increasing footer type size, and adding paragraph spacing into styling.

Reconfigured some layouts, images, and design elements to be more consistent across the document.

Added School Leader AI Coalition table to the appendix

Version History

Version 3.0

Updated May 2025

New Sections

Our AI Principles, AI Literacy, Guidance for Vendors, and AI Subcommittees

Edits

Steering Committee: Introduction and member details

Badge Pathway

AI Explorer: SY25 Quarter 3 to SY25 Quarter 4

AI Innovator: SY25 Quarter 4 to SY26 Quarter 1

Version 2.0

Updated January 2025

Removals

Guidance for Educators & Staff

Entire section: Ongoing Professional Development

Additions

Guidance for All Stakeholders: Privacy, Security, and Confidentiality

Always inform others when using GenAI tools that may impact their data and request their permission before doing so (i.e., meeting notetakers).

New Sections

Guidance for Parents/Guardians

Professional Development

Appendix

Edits

Guidance for Educators and Staff

Version History

Tool (company)	No Access	Parental Consent	No Permission Needed
Gemini (Google)	~~Under 18~~ Under 13	~~No access under 18~~ Parental consent must be obtained for students 13-17	18+

Version 1.0

Published July 2024

Chicago Public Schools

