POLICY TITLE: : **USE OF ARTIFICIAL INTELLIGENCE AND EMERGING TECHNOLOGIES**		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: **District Management**		

I. Purpose

This policy establishes the organizational framework for the ethical, responsible, and effective use of Artificial Intelligence (AI) and related emerging technologies within Harford County Public Schools (HCPS). Recognizing AI's transformative potential in education and education operations, this policy ensures that AI integration supports deeper learning and enhanced operational efficiency while maintaining academic integrity, protecting student privacy, staff confidentiality and promoting access for all learners and staff members. This policy is designed to adapt as emerging technologies continue to evolve and become more sophisticated.

II. Definitions

Artificial Intelligence (AI): Computer systems capable of performing tasks that typically require human intelligence, such as understanding natural language, recognizing patterns, and generating content. This includes, but is not limited to, generative AI models, chatbots, and machine learning algorithms.

Emerging Technologies: New and developing technologies that function similarly to AI or work in conjunction with AI to enhance learning and professional activities. These include technologies that can learn from data, adapt to user needs, or perform complex tasks autonomously. As technology advances, anticipated developments may include brain-computer interfaces, advanced virtual reality learning environments, quantum-powered educational systems, or other technologies not yet developed. In essence, any technology that demonstrates thinking, learning, or human-like behavior falls under the scope of this policy.

Generative AI: Artificial intelligence systems capable of generating text, images, audio, video, code, or other content based on patterns learned from training data.

Algorithmic Bias: Systematic and unfair discrimination in AI outputs that may disadvantage certain groups or individuals.

Extended Reality (XR): The spectrum of experiences that blends the physical and digital worlds, including Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR) technologies.

1EdTech Certification: Industry-standard verification of educational technology integration features and interoperability capabilities.

Digital Citizenship: The responsible and ethical use of technology, including demonstrating respect for intellectual property, managing digital identity, and practicing online safety.

Human-in-the-Loop: A model where human oversight and decision-making remain central to technology-assisted processes, ensuring that technology augments rather than replaces human judgment and expertise.

Synthetic Media: Content (including images, audio, video, or text) that has been artificially generated or significantly altered using AI tools, including but not limited to deepfakes, voice cloning, or AI-generated impersonations.

III. Scope

This policy applies to all HCPS students, staff, educators, and administrators using AI and related emerging technologies.

III. Statement of Policy

HCPS commits to upholding the following Guiding Principles in all applications of AI and emerging technologies:

A. Ethical & Responsible Use

To ensure that all AI integration prioritizes fairness, accountability, and respect for the rights and dignity of individuals, maintaining transparency about AI usage while holding human educators accountable for educational decisions and upholding human values above technological convenience. This includes fostering an awareness of the broader societal ethical impacts of emerging technologies.

B. Access, Accessibility, and Fairness

To ensure that AI technologies are accessible to all students and educators, addressing digital divides and accommodating diverse learning needs. Harford County Public Schools shall ensure compliance with Maryland COMAR 13A.05.08 equivalent access requirements. This includes establishing processes to vet all AI tools for algorithmic bias, working toward fair outcomes for all student groups

C. User Privacy & Data Security

To safeguard personal and educational data by adhering to stringent privacy

standards, employing robust cybersecurity measures, complying with all relevant data protection regulations and policies.

D. Pedagogical Innovation
To leverage emerging technologies as catalysts for creativity and critical thinking, while upholding academic integrity and enhancing professional efficiency. All AI integration will follow a human-centered, "human-in-the-loop" model, where technology augments, but never replaces, human instruction and judgment.

While AI tools can streamline administrative tasks and support evidence-based decision-making, all implementations must uphold rigorous professional standards and maintain clear accountability.

E. Professional Learning and AI Literacy
To equip all users with AI literacy through a K-12 AI Literacy framework and ongoing professional learning, ensuring the effective and ethical use of AI tools. This includes preparing learners to adapt to rapidly advancing AI capabilities and to maintain relevance in an AI-integrated society.

F. Community Engagement
To foster trust and collaboration by maintaining open communication about AI policies and practices.

IV. USER RESPONSIBILITIES

A. Compliance and Data Protection All users of AI and emerging technologies within HCPS must comply with current and future privacy laws and data security standards, including FERPA, COPPA, federal, state, and local regulations. Users are strictly prohibited from inputting personal, sensitive, or confidential information into any AI system, including but not limited to student or employee records, personal identifiers, personnel information, salary data, disciplinary records, or internal communications containing confidential information. Users must not use AI tools to transcribe, record, or process meetings, conversations, or communications that contain personal, sensitive, or confidential information.

B. Prohibited Content Creation Users are strictly prohibited from creating, sharing, or manipulating audio, video, image, or other synthetic media content that could impersonate any individual without explicit consent, particularly content that could be used for harassment, defamation, or deception. Users are prohibited from using AI tools to create false or misleading content that could damage reputations, spread misinformation, or violate the dignity and rights of students, staff, or community members.

C. Academic and Professional Integrity Users must not use technology to complete substantial assignment portions without authorization, use technology on assessments unless permitted, use AI for sensitive decisions without proper human oversight, use non-approved technologies, or circumvent learning

objectives or professional standards. Staff members are prohibited from using AI tools to make final decisions regarding student placement, disciplinary actions, personnel evaluations, or other matters requiring human judgment and accountability. Student users must cite any use of generative AI for academic work as directed by the instructor and may not represent AI-generated content as their own.

While the District may use AI detection software to aid in investigations of academic misconduct and professional integrity concerns, its findings will not be the sole basis for disciplinary action due to concerns about accuracy and potential bias. All users are responsible for maintaining academic and professional integrity, protecting confidential information, using approved technologies only for designated purposes, ensuring human oversight of all AI-assisted work, and participating in required training programs.

V. IMPLEMENTATION AND CONTINUOUS IMPROVEMENT

This policy shall be implemented through detailed procedures that provide specific guidance for appropriate technology use, training requirements, technical standards, and compliance monitoring across current and emerging platforms.

Board Approval Acknowledged By:

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Sean W. Bulson, Ed.D.
Superintendent

Policy Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME:	JOB POSITION OF LAST EDITOR/DRAFTER:
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LEGAL REFERENCES[1]

References are set forth in the Policy.

[1] All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy or procedure.

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POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose

This procedure provides detailed guidance for implementing HCPS Policy: Use of Artificial Intelligence and Emerging Technologies. It outlines specific processes for appropriate technology use, required training, technical requirements, and monitoring to ensure consistent and appropriate execution of the AI and emerging technologies policy while upholding the district's commitment to *Ethical & Responsible Use*, *Access, Accessibility, and Fairness*, *User Privacy & Data Security*, *Pedagogical Innovation and Academic Integrity*, *Professional Learning and AI Literacy*, and *Community Engagement*.

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III. APPROVED RESOURCES

This section operationalizes our commitment to Ethical & Responsible Use, Access, Accessibility, and Fairness, and User Privacy & Data Security through comprehensive evaluation processes that ensure all approved technologies meet educational, accessibility, and security standards while providing access to all users.

Technology Approval Process
Only AI and emerging technologies evaluated through the district's formal vetting process may be used by students. The approval process includes a comprehensive technical and security review, in addition to assessments of instructional value, bias, and accessibility performed by the Digital Resource Committee. Approved tools are maintained in the TrustEd Apps Dashboard for district-wide access.

Core Evaluation Criteria:

1. **Educational Value Assessment:** Tools must demonstrate clear alignment with learning objectives and instructional value
2. **Technical and Security Review:** All tools must pass comprehensive data privacy and security assessments
3. **Bias Testing:** All tools must be vetted for algorithmic bias to ensure fairness for all student groups (*Access, Accessibility, and Fairness*)
4. **Accessibility Compliance:** Tools must meet Maryland COMAR 13A.05.08 equivalent access requirements.

5. **Interoperability Standards:** Verify 1EdTech certification status and system integration capabilities with existing HCPS infrastructure (*Ethical & Responsible Use*)

6. **Approved Tool Registry:** Current approved tools are maintained on the TrustEd Apps Dashboard for district-wide access

IV. STUDENT USE PROCEDURES

This section supports Pedagogical Innovation and Academic Integrity by ensuring technology enhances rather than replaces human learning, maintains teacher oversight through the human-in-the-loop model, and requires transparent documentation that develops critical thinking skills and ethical reasoning.

Teacher Authorization and Human-in-the-Loop Model

Teachers serve as the critical bridge between technology capabilities and educational objectives, ensuring that all AI and emerging technology use enhances rather than replaces human learning and instruction. The human-in-the-loop model requires teachers to explicitly indicate when technology use is permitted for assignments, always maintaining direct oversight of the learning process (*Ethical & Responsible Use*). Teachers must use the TrustEd Apps Dashboard to ensure that technology use is age-appropriate for their students and complies with the terms of service for each approved resource, making informed decisions about which tools are suitable for specific grade levels and learning contexts. This approach acknowledges that while technology can offer valuable support and perspectives, the teacher's professional judgment remains crucial for determining the appropriate scope, evaluating student understanding, and ensuring that technology use aligns with specific educational objectives. Technology integration must always preserve the fundamental relationship between educator and student, with teachers responsible for guiding students in developing critical thinking skills that extend far beyond what any technology can provide.

AI Usage Scale Summaries by Grade Band

AI usage scales provide a framework for integrating Artificial Intelligence into curriculum and instruction. The guidelines progress in complexity, shifting from teacher-led instruction in early grades to advanced student-led collaboration in high school, ensuring that students build foundational skills before engaging with more sophisticated applications.

Grades K-3: The AI Traffic Light Scale

- **Focus:** Foundational Concepts & Digital Citizenship
- **Description:** This scale uses a simple and visual traffic light metaphor (Red, Yellow, Green) to introduce the youngest learners to AI in a highly structured and safe environment. The approach is almost entirely teacher-led, with students acting as observers or guided participants. The primary goals are to establish basic digital safety habits, introduce AI as a potential classroom "helper," and build an

initial understanding of technology's role in learning without any expectation of independent use.

Grades 4-7: Responsible AI Guidelines

- **Focus:** Task-Specific Use & Ethical Practices
- **Description:** This four-level scale transitions students from passive observation to active, independent use of AI for specific, in-classroom approved tasks. The focus shifts to using AI as a tool to support distinct stages of a project, such as idea generation or revision of student-created work. This band introduces the foundational skills of critical evaluation and the crucial requirement of documenting AI use, helping students develop an ethical framework for technology-assisted learning.

Grades 8-12: Advanced AI Usage Scale

- **Focus:** Advanced Collaboration & Critical Evaluation
- **Description:** This five-level scale treats AI as a powerful tool for advanced academic work. It prepares high school students for post-secondary and workplace environments by introducing complex applications like AI-supported modeling and co-creation. The framework demands a high level of student autonomy, requiring them to critically evaluate AI-generated content, provide a clear rationale for their collaborative choices, and maintain full intellectual ownership and control over their final products.

Required Student Documentation and Citation

When using any AI or emerging technology, students must demonstrate transparency and accountability through comprehensive documentation that supports academic integrity:

1. **Technology Use Declaration:** Include a clear statement of technology use in all submitted work
2. **Specific Description:** Detail exactly how technology was used, including prompts and extent of assistance
3. **Source Verification:** Confirm accuracy of technology-generated information through reliable, human-verified sources
4. **Original Analysis:** Clearly identify their own thinking, analysis, and conclusions
5. **Learning Reflection:** Explain what was learned through the technology-assisted process
6. **Bias Assessment:** Document any observed biases or limitations in AI-generated content and explain how these were addressed (*Access, Accessibility, and Fairness*)
7. **Generative AI Attribution:** For generative AI tools, provide specific attribution including tool name, version, prompts used, and percentage of content generated

8. **Multiple Source Verification:** For AI-generated information, students must verify content through at least two independent, credible human sources

Student Submission Format Template
Students must use the standardized Technology Use Documentation Template provided by HCPS when submitting work that involved AI or emerging technology assistance. This template ensures consistent documentation across all assignments and grade levels while supporting academic integrity requirements. The template is available through the district's learning management system and includes specific sections for basic technology use disclosure as well as additional fields required for generative AI tools.

V. STAFF USE PROCEDURES

This section ensures Ethical & Responsible Use and Professional Learning and AI Literacy by requiring human oversight of all AI-generated content, maintaining educational quality standards, and supporting staff growth through responsible technology integration that enhances rather than replaces professional expertise.

Professional Use Authorization and Best Practices
Staff may apply AI tools across professional responsibilities, including instructional content development, administrative efficiency, professional learning, student accommodations, operational planning, and community engagement. All applications require the same standards of human oversight, quality review, and ethical use outlined in this policy.

As part of good professional practice, staff should verify the accuracy, appropriateness, and educational alignment of all technology-assisted work. Staff must properly reference, cite, and verify any AI-generated content, ensuring transparency about how technology was used and what human oversight was applied (*Ethical & Responsible Use*). Additionally, staff should monitor for any observed algorithmic biases and take steps to ensure equitable outcomes for all students.

Supervisory Guidance: Content supervisors are responsible for providing specific guidance on AI implementation within their subject areas. All instructional staff must follow supervisor's directives regarding the appropriate AI application.

VII. PROFESSIONAL LEARNING AND AI LITERACY

This section ensures Professional Learning and AI Literacy and Access, Accessibility, and Fairness by providing age-appropriate technology literacy education from K-12, equipping all educators with necessary skills for responsible integration, and building ethical reasoning capabilities that prepare students and staff for lifelong technology use.

K-12 Student Technology Literacy

- **Elementary Level (K-2)** builds foundational understanding of technology as a learning tool while establishing digital citizenship habits. Students recognize that

emerging technologies can assist with learning tasks and develop appropriate, safe technology behavior through wonder and exploration.

- **Elementary Level (3-5)** expands understanding of AI and emerging technologies as learning partners while building critical thinking about technology-generated content. Students learn to distinguish between human-created and technology-generated content, developing analytical skills and understanding their responsibilities as digital citizens.
- **Middle School Level (6-8)** provides comprehensive AI literacy education balancing technological understanding with ethical awareness and practical application. Students engage with educational AI tools while developing understanding of capabilities and limitations (*Ethical & Responsible Use*), emphasizing bias awareness, ethical decision-making, and academic integrity requirements.
- **High School Level (9-12)** prepares students for leadership in a technology-integrated world through advanced understanding of AI and emerging technology concepts, applications, and implications. Students explore societal, ethical, and environmental impacts while developing skills for higher education and technology-enhanced workplaces (*Community Engagement*), emphasizing leadership in ethical technology use and digital citizenship.

Staff Professional Development

- Annual Requirements ensure all educators develop knowledge and skills for responsible technology integration, including technology integration best practices and pedagogical approaches, detection techniques and academic integrity monitoring, privacy and security compliance requirements, and bias recognition with equitable implementation strategies (*Access, Accessibility, and Fairness*).
- Ongoing Professional Growth supports continuous adaptation as technologies evolve through advanced pedagogical applications and innovative practices, updates on new tools and emerging technologies, community of practice participation and best practice sharing, and leadership development in ethical technology integration.

VII. USER RESPONSIBILITIES

These procedures ensure User Privacy & Data Security and Ethical & Responsible Use by establishing strict data protection protocols and prohibiting input of sensitive information.

Data Protection Protocol

1. **Pre-Use Verification:** Confirm no personal/confidential information in any input
2. **Approved Platforms Only:** Use only district-approved AI and emerging technology tools

3. **Secure Authentication:** Access through HCPS credentials and secure networks only
4. **Session Management:** Properly log out and clear sessions after each use

Prohibited Information Input
Absolutely prohibited from input into any AI or emerging technology:

- Student names, IDs, addresses, or any identifying information
- Employee personal information or personnel records
- Social Security Numbers, financial information, or government IDs
- Medical, health, or disability information
- Family, financial, or personal circumstances
- School security procedures or sensitive operational information
- Internal communications, emails, or confidential documents
- District assessment content, test questions, or grading information
- Biometric data or any personally identifiable information
- Copyrighted materials without proper authorization (Ethical & Responsible Use)
- Content that could generate harmful, discriminatory, or inappropriate outputs
- Information that could compromise individual privacy in Extended Reality environments

Prohibited Content Creation
Users are strictly prohibited from creating, sharing, or distributing:

- AI-generated fake videos, audio, or images (deepfakes/synthetic media) that impersonate individuals without explicit consent
- Content designed for harassment, defamation, or deception
- False or misleading content that could damage reputations or spread misinformation
- Content that violates the dignity and rights of students, staff, or community members
- Any manipulated media that misrepresents individuals or events

Documentation and Transparency Requirements
For all AI-assisted work, users must:

- Clearly identify when AI tools have been used in academic or professional work
- Maintain final responsibility for all decisions, communications, and work products
- Ensure all AI-generated content aligns with district policies and standards
- Use AI tools only for approved purposes as outlined in this procedure
- Participate in required AI literacy training and professional development

VIII. VIOLATION RESPONSE AND SUPPORT PROCEDURES

HCPS approaches technology misuse through Professional Learning and AI Literacy and Access, Accessibility, and Fairness. The district's initial response is educational, focusing

on understanding and skill-building rather than punishment. For serious or repeated violations, interventions may include disciplinary action as outlined in the student handbook.

Student Violation Response
HCPS approaches technology misuse as an educational opportunity rather than simply a disciplinary matter, recognizing that students are learning to navigate complex ethical and academic challenges in an evolving technological landscape. Students will use district-approved AI technologies for assignments and assessments in accordance with the specific level of assistance authorized by the teacher on the AI Usage Scale, ensuring all use directly supports and does not circumvent the intended learning objectives. While the District may use AI detection software to aid in investigations of academic misconduct, its findings will not be the sole basis for disciplinary action due to concerns about accuracy and potential bias. When violations occur, the district's primary focus is on understanding the student's reasoning, addressing knowledge gaps, and building stronger ethical decision-making skills for future situations. This educational approach acknowledges that appropriate technology use requires ongoing learning and support, particularly as technologies continue to evolve and present new ethical considerations.

Depending on the severity of the violation, possible responses include an individual conference with teacher, learning opportunity, and work resubmission for first incidents; parent/guardian conference, additional technology literacy training, and academic support for patterns of misuse; or administrative referral with educational intervention and disciplinary action per school handbook for serious academic dishonesty.

IX. COMMUNITY ENGAGEMENT AND COMMUNICATION

This section supports Community Engagement by fostering trust and collaboration through open communication about AI policies, practices, and impacts with all stakeholders, providing feedback channels, and transparently sharing outcomes and lessons learned from AI implementation.

Effective technology integration requires ongoing partnership with families, community members, and external stakeholders who share HCPS's commitment to preparing students for a technology-enhanced world (*Access, Accessibility, and Fairness*). The district maintains transparency through regular updates on the HCPS website about technology use, public comment opportunities on technology policy, and collaborative partnerships with other educational institutions to share best practices and stay current with emerging research (*Community Engagement*). HCPS involves stakeholders in planning for next-generation technology capabilities and policy adaptation frameworks, ensuring the district remains at the forefront of educational innovation while preserving community values and educational priorities.

Approved By:

_____ _____

Sean W. Bulson, Ed.D. Date
Superintendent of Schools

Procedure Action Dates		
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