Chicago Public Schools

AI Guidebook

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.

Table of Contents

I. Introduction

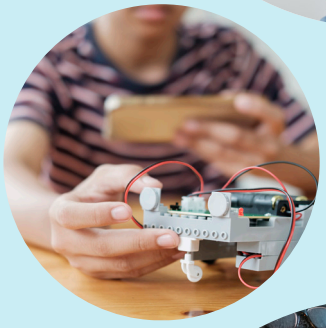
- Purpose
- Scope
- Vision
- Artificial Intelligence Basics

II. GenAI Guidance

- General Guidance for All Stakeholders
- Guidance for Students
- Guidance for Educators and Staff
- Guidance for Administrators
- Guidance for ITS

III. Approved Generative AI Tools

IV. Conclusion



I. Introduction

Introduction

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

Faculty are encouraged to actively engage with GenAI tools as a means of uncovering new ways of teaching and learning, while building students' GenAI literacy. CPS will support this engagement by providing the necessary resources, guidance, and tools to innovate responsibly within our educational framework.

The following document outlines our initial approach to GenAI integration, including guidelines for ethical use and pedagogical strategies. This guidebook will be regularly reviewed and revised to reflect stakeholder input, best practices, and advances in GenAI technology. CPS will also support faculty and staff with professional development opportunities to support its implementation in the 2024–2025 school year.

Purpose

The purpose of the **CPS GenAI guidelines** is to ensure the legal, ethical, and pedagogically sound use of GenAI technology within the District. This document aims to empower staff to responsibly explore and leverage this new technology to enhance educational outcomes and improve the daily student experience.

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

1. **Defining our District's vision for GenAI adoption;**
2. **Stating prohibited uses of GenAI for different stakeholders across the District;**
3. **Identifying acceptable uses of GenAI for planning and instruction along with opportunities for professional development; and**
4. **Clarifying employee responsibilities concerning the use or development of GenAI applications.**

This guidance is issued in partnership between the CPS Office of Teaching and Learning and 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 **GenAI 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:

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

Our Vision

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

Artificial Intelligence Basics

Artificial Intelligence (AI) leverages computing power to mimic human cognitive functions such as problem-solving and decision-making. This technology encompasses several elements, including 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 perceive and interpret sensory data, using tools like cameras and microphones.

Generative AI (GenAI) is a subset of artificial intelligence. GenAI generates new content—including 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**—inputs or queries submitted to the model. Such technology not only supports creative educational tools but also enhances internet search capabilities and word processing, offering students and faculty unique ways to engage with media.

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 that 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 systems and their outputs require rigorous scrutiny and correction.

Moreover, the trustworthiness of outputs from GenAI systems is a critical concern, as GenAI models can sometimes produce **"hallucinations,"** false or misleading information that appears correct at first glance. Such outputs require careful review to prevent the dissemination of misleading information.

CPS plans to integrate a variety of GenAI tools into our daily operations. **Public GenAI tools,** such as ChatGPT, are freely available to anyone on the internet. **Internal GenAI tools** are restricted to specific users within an organization or domain, such as Google's Gemini Enterprise, a paid add-on for Google Workspace. We may also engage with Vendor GenAI from third-party providers, such as Aleks, which require usage and data handling to be governed by strict contracts that align with our District's standards and policies.

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 staff and students to use GenAI to innovate and expand their capacity for teaching and learning. We are committed to preparing our students for a future in which they may seamlessly integrate technology and human creativity, and we encourage our educators and students to safely and ethically explore and adopt AI with enthusiasm and confidence.

II. AI Guidance

AI 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. This includes personal details of students, families, employees, 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. To safeguard privacy and maintain confidentiality, you should:

- Never input personally identifiable information or protected health information into GenAI tools.
- Never input confidential, sensitive or legally protected information into GenAI tools.
  - Legally protected information would include, though 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.
- Never input copyrighted material or proprietary CPS intellectual property into GenAI tools.
- Staff: Contact your manager or the IT Service Desk at (773) 553-3925 if you are unsure whether information you are planning to input falls into any of the above categories.

Verification of the GenAI Tool's Output:

GenAI tools generate outputs based on their training from large and diverse data sets, which may include publicly available information. These outputs, while innovative, can contain fictitious elements ("hallucinations") and may inadvertently include copyrighted or proprietary content. To ensure responsible use:

- Always verify the accuracy and appropriateness of GenAI-generated content before sharing.
- Avoid using any GenAI outputs that might contain copyrighted material without clear ownership. 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.

Bias and Fairness:

AI models reflect the biases present in their training data, which can lead to outputs that unintentionally perpetuate stereotypes or discrimination. This is contrary to CPS' commitment to diversity, equity, and inclusion. 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.
- Be vigilant of biases in GenAI outputs, particularly when these tools are used for 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.

By adhering to these guidelines, CPS ensures that GenAI technologies are used in a manner that is safe, ethical, and beneficial for our entire community.

Approved Tools and Permissions

Approved GenAI tools can be found in the Ed Tech Catalog.

Access to GenAI tools is governed by all relevant federal, state, and local 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 CPS Ed Tech Catalog. Parents and guardians must consent for their child 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, a sample that can be customized can be found here.

Guidance for Students

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

Approved Tools and Permissions:

- Students may only use GenAI tools that have been vetted and approved by CPS, as reflected in the CPS Ed Tech Catalog.
- A GenAI tool's approval within the Ed Tech 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 to complete any assignment.

Academic Integrity:

While responsible GenAI use can assist in learning, students should submit 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.
- Determining consequences based on the needs and rights of all parties.

Ethical Use and 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 AI 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.

Positive GenAI Use for Students:

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

Collaboration

- Use GenAI as a brainstorming partner
- 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 and music, 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 tutor
- Use generative search engines like Perplexity as a research assistant to gather, summarize, and cite information efficiently
- Generate immediate feedback on first drafts of written assignments

Monitoring and Consequences:

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' 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 Educators & Staff

As educators and staff at CPS, **Generative AI tools present an opportunity to elevate our educational delivery and streamline administrative tasks.** Guided by the principles outlined in our 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.

Ethical and Responsible Use:

As role models, it is imperative that our staff exemplify ethical and responsible usage of GenAI tools. This includes maintaining transparency by appropriately citing or disclosing the use of GenAI and ensuring the content generated is suitable for educational purposes. Additionally, staff must not enter confidential data into GenAI tools, 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 CPS Ed Tech Catalog. A tool's approval within the Ed Tech 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, or fairness. 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.

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:

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 (Google)	Under 18	N/A - no access under 18	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+

Monitoring Student Use:

Staff using GenAI tools with students are responsible for ensuring that students engage with these tools responsibly, maintaining an awareness of age limitations and permissions, 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.

GenAI detection software can be a tool to identify potential plagiarism or AI-generated work, but staff and administrators are encouraged to use it with caution and with awareness of its limitations. These tools are not foolproof and can frequently produce false positives, incorrectly flagging student work. For example, current AI detection software can disproportionately flag work completed by English Learners (ELs) due to linguistic differences or patterns that the software misinterprets as AI-generated content. Overreliance on these tools could lead to unfounded accusations of academic dishonesty, erode trust between teachers and students, and unfairly penalize certain groups of students. It is recommended instead to prioritize a holistic assessment of student work, considering multiple factors like the writing process, individual student progress, and direct conversations, rather than relying solely on GenAI detection software in an effort to ensure that students are maintaining academic integrity.

Opportunities to Incorporate GenAI in the Classroom:

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. Educators may want to consider how activities can be modified in the following ways:

Elementary School	Without GenAI	With GenAI
Literacy	Students complete a character analysis after reading a book	After reading a book, the teacher uses GenAI to create an interactive character persona and conducts a teacher-led, whole-class "interview" where students can ask questions about the character's motivations and feelings during the story.
Math	Teacher uses generic word problems provided by the curriculum for all students.	Teacher creates customized word problems tailored to the current unit of study and individual students' unique needs and interests for intervention and continuing practice.
Science	Students research an animal species and create a poster or presentation using images from the internet.	Students create prompts describing the habitat, diet, and survival adaptations of an animal species, which the teacher inputs into an AI image generator to create visuals for posters or presentations. Students evaluate the accuracy of the images as a whole class or in small group discussions.
Social Science	Students watch videos and complete worksheets about the role of community leaders.	Students take on the roles of civic leaders and participate in a teacher-led discussion in which an AI chatbot is prompted to ask students age-appropriate questions about how they would set up an ideal community.

Middle School	Without GenAI	With GenAI
Literacy	Students use various levels of background knowledge and content understanding to make inferences about characters' points of view in a story.	Students use GenAI under teacher supervision to explore point of view by generating descriptions of the plot from various characters in a story and comparing/contrasting them in small group discussions.
Math	Teacher manually designs and delivers interventions for individual students.	Students engage with GenAI tutors under teacher supervision to target and strengthen developing skills.
Science	Teacher gathers materials and sets up physical lab equipment for students to conduct experiments.	Under supervision, students use GenAI to carry out virtual experiments, hypothesizing, and testing outcomes without the need of physical lab equipment.
Social Science	Students write a report about their cultural heritage	Students work under teacher supervision with an AI image generator to create and critique images reflecting their personal cultural heritage, which are then shared in presentations or multimedia projects.

High School	Without GenAI	With GenAI
Literacy	Students must wait for teacher feedback before revising an essay or report.	Students use GenAI independently to receive instant feedback on the first draft of an essay or report, allowing them to immediately move on to revising their work.
Math	Students are exposed to limited descriptions and definitions of complex mathematical concepts in a lecture or textbook.	Students use GenAI tools independently to explore advanced mathematical concepts and ask questions until they achieve understanding (e.g., descriptions of the types of problems that can be solved using derivatives
Science	Students spend weeks conducting research projects and conducting physical experiments.	Teachers facilitate unsupervised use of GenAI by students to conduct in-depth research projects, utilizing AI to quickly gather data, analyze results, and simulate experiments.
Social Science	Students conduct internet research on current events.	Students independently use a generative search engine to conduct an in-depth analysis of current events, exploring a variety of perspectives on the issue and synthesizing these into a presentation or debate.

Going forward, this guide will be updated to include new tools, updated age appropriate guidelines, and examples within the district's Skyline curriculum of activities that demonstrate this shift.

Ongoing Professional Development:

Our goal is for CPS staff to remain at the forefront of emerging GenAI technologies and their applications in education. To this end, opportunities for continual professional learning will be provided to staff starting in Summer 2024 and extending into School Year 2024-2025. These include, but are not limited to:

Guidance for Administrators

As leaders within Chicago Public Schools, **administrators play a critical role in overseeing the use and governance of Generative AI tools.** 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 ethically and effectively.

Enforcement and Oversight:

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

Incident Management:

Administrators must be prepared 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 staff and students are aware of how and when to report issues.

Support and Resources:

Ensure that staff have the necessary resources and training to use GenAI tools effectively and responsibly. This includes facilitating ongoing professional development and access to the latest 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 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/development environment 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.

Management

Ensure that staff have the necessary resources and training to use GenAI tools effectively and responsibly. This includes facilitating ongoing professional development and access to the latest 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.

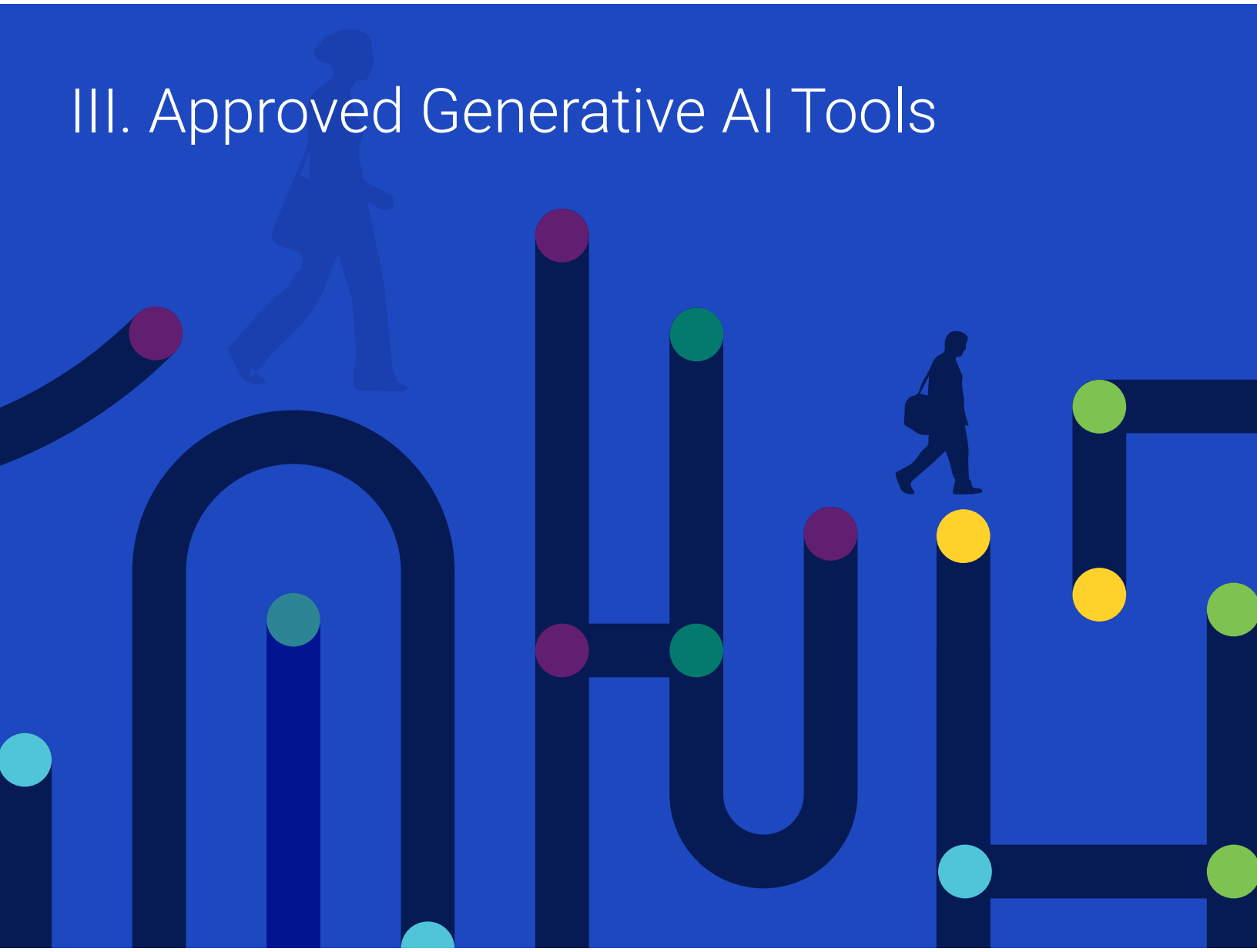
Monitoring and Noncompliance

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 assignment. Any AI-related activities that appear to violate applicable laws will be reported to external law enforcement.

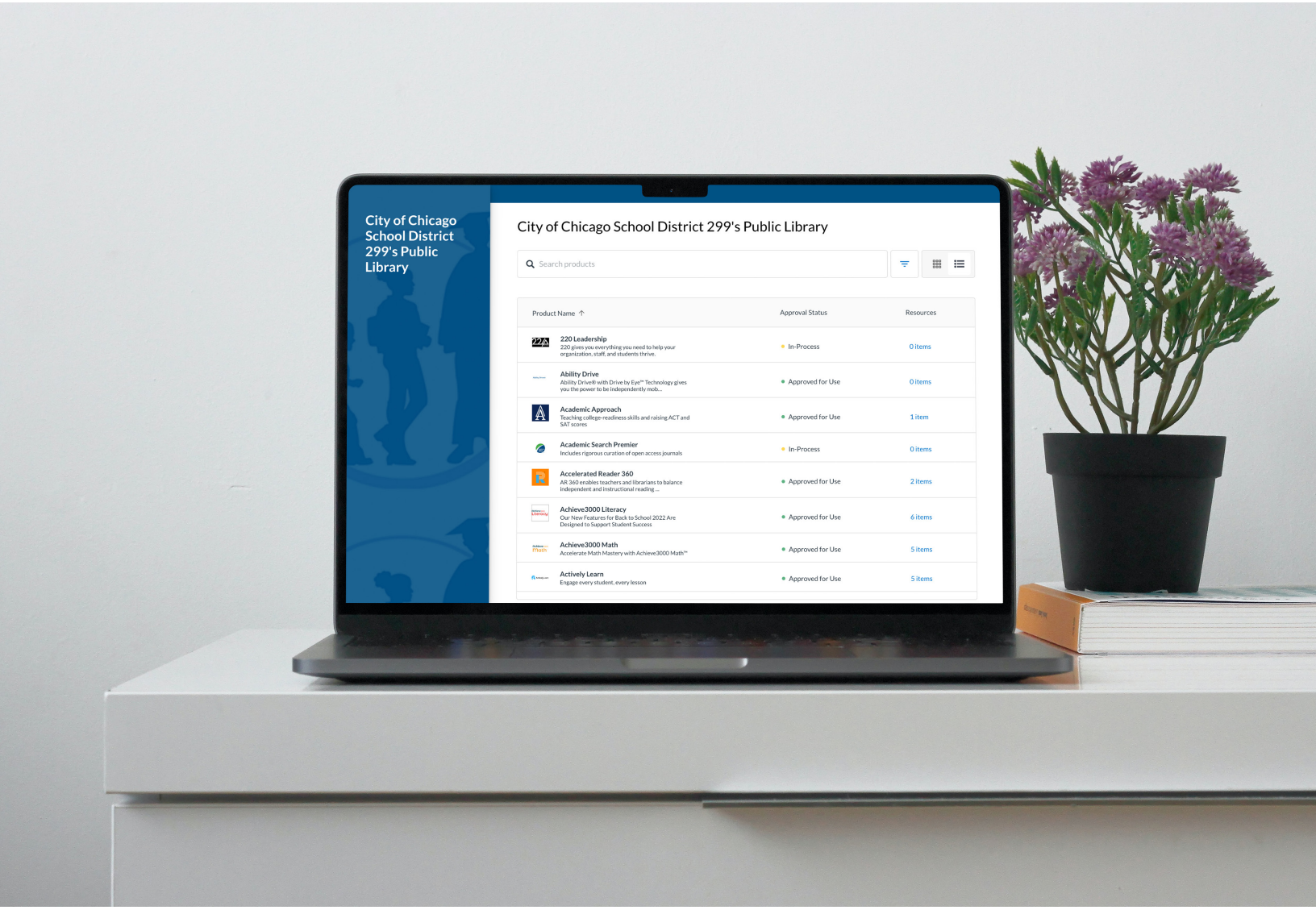
If monitoring systems and processes detect a possible guideline violation, or if a User reports a possible guideline violation, the suspect event should be processed using appropriate security incident response processes.

III. Approved Generative AI Tools

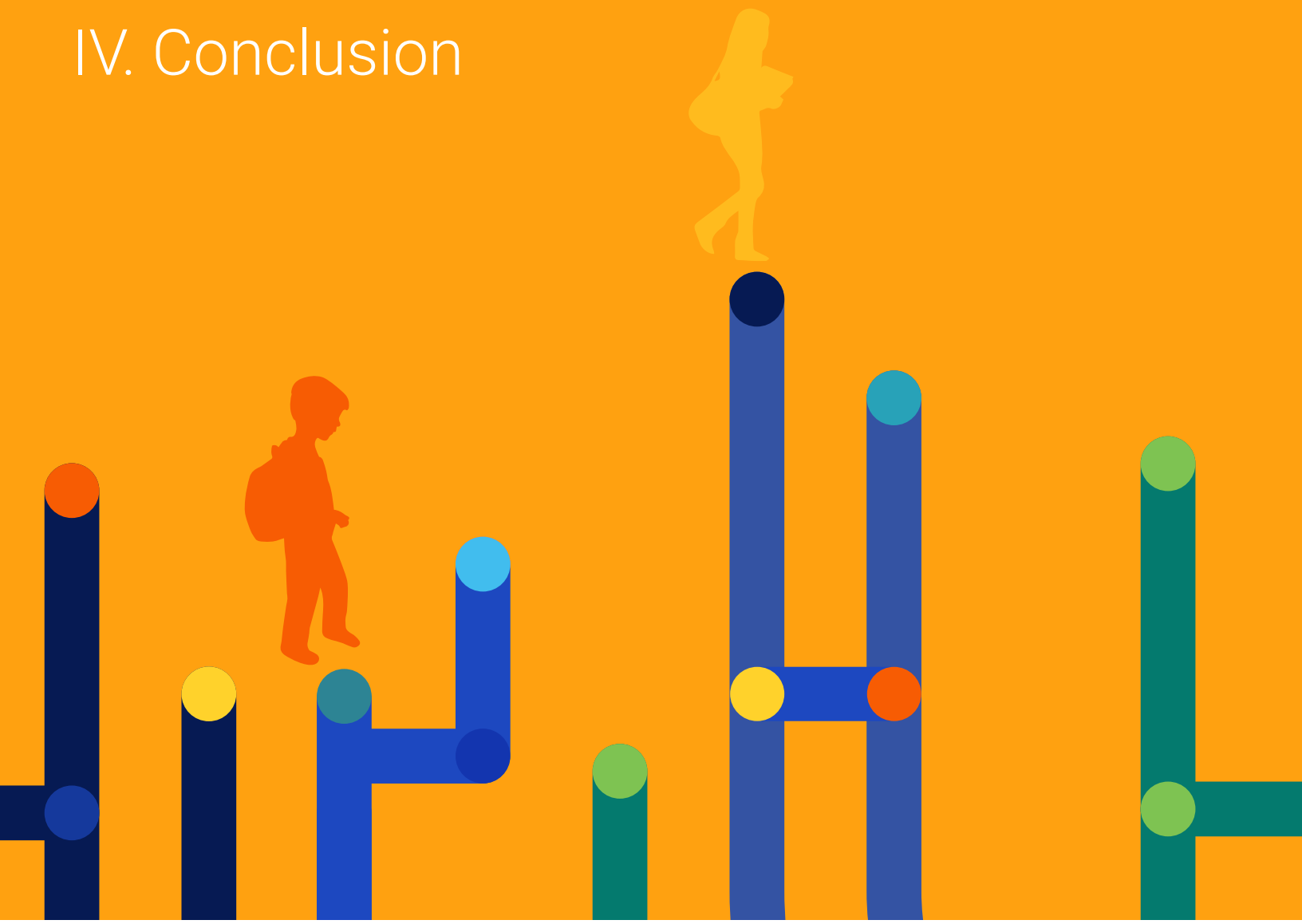


Approved Generative AI Tools

Approved GenAI tools can be found in the Ed Tech Catalog.



IV. Conclusion

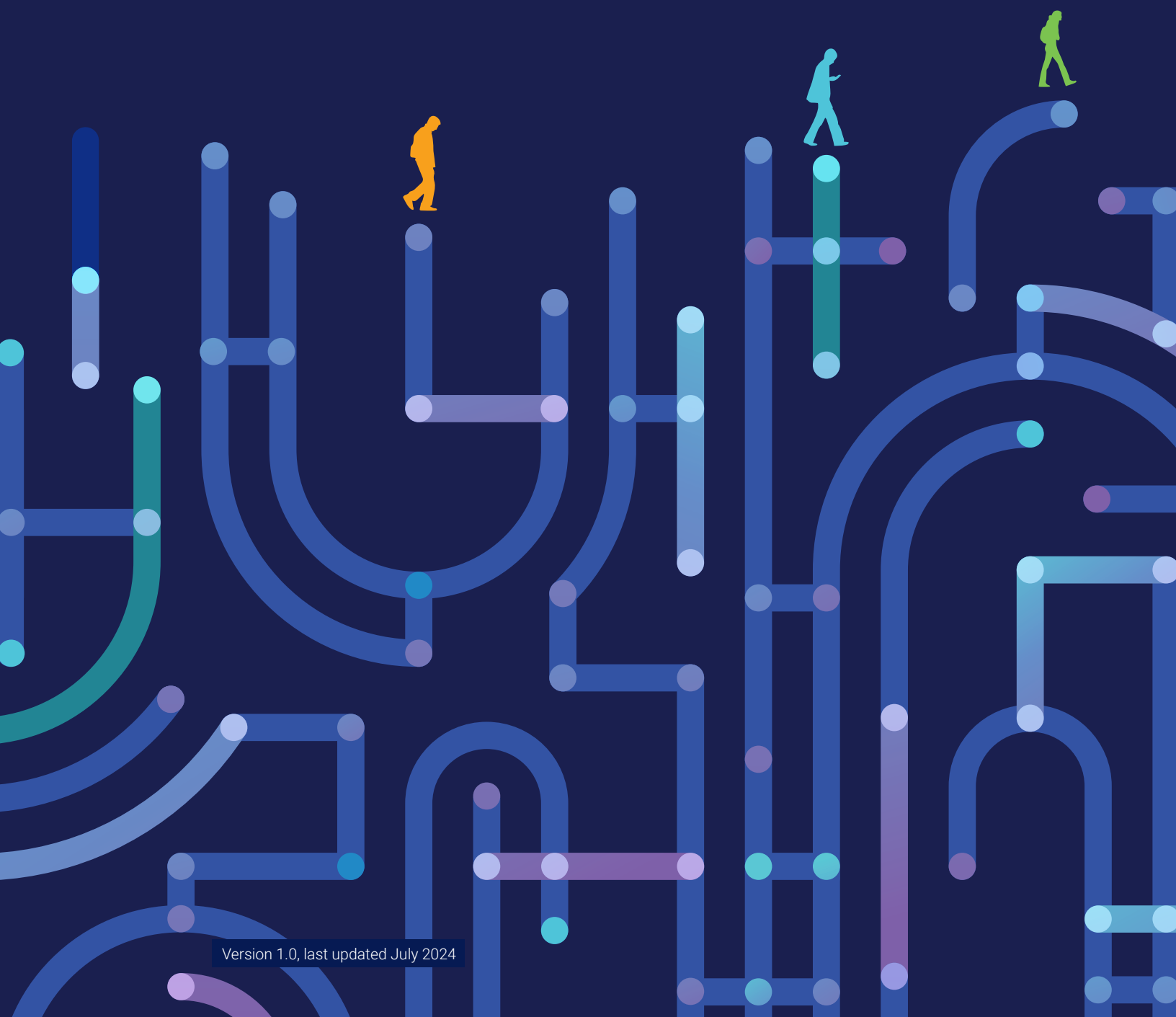


Conclusion

As we implement the policies outlined above throughout the 2024–2025 school year, we will gather valuable insights and experiences that may prompt us to refine and adjust our policies and approaches. CPS is committed to fully integrating GenAI for the 2025–2026 school year. Our implementation of GenAI is guided by a commitment 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.

Chicago Public Schools

cps.edu



Version 1.0, last updated July 2024