



Artificial Intelligence: A Local Action Planning Guide

A Companion to Maryland's K-12 AI Guidance

Office of College and Career Pathways

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Executive Introduction

The Maryland Local Action Planning Guide is designed to support Local Education Agency (LEA) leadership teams in translating the Maryland K–12 AI Guidance into coordinated local action. As artificial intelligence (AI) becomes increasingly integrated into instructional platforms, operational systems, and digital tools, LEAs play a critical role in ensuring implementation reflects Maryland’s commitments to safety, equity, accessibility, transparency, and human-centered decision-making.

The Maryland K–12 AI Guidance establishes the statewide vision and foundational expectations for AI in education. This Local Action Planning Guide serves as an implementation companion. It is intended to help superintendents, cabinet members, and cross-functional leadership teams assess current readiness, clarify governance structures, strengthen instructional alignment, and prioritize next steps.

AI integration is not a single initiative or technology adoption decision. It is a long-term change process that affects curriculum, assessment, professional learning, procurement, data governance, academic integrity, and community engagement. Effective implementation requires structured reflection, coordinated leadership, and ongoing monitoring.

This Guide provides a consistent planning framework across Maryland’s critical elements. Each section includes core commitments, structured action-planning tables, leadership reflection questions, and supplemental resources. The intent is to support thoughtful, phased implementation rather than reactive or fragmented responses to emerging tools.

The Maryland State Department of Education (MSDE) extends its appreciation to the Massachusetts Department of Elementary and Secondary Education for its leadership in developing guidance on AI in K–12 education. Elements of the structure and planning framework reflected in this Local Action Planning Guide were informed by Massachusetts’ published work. MSDE is grateful for Massachusetts’ partnership and permission to adapt components of that framework to align with Maryland’s statewide AI guidance and implementation priorities.

LEAs are encouraged to use this Guide as a living planning document. AI technologies will continue to evolve. Policies, instructional practices, and oversight mechanisms must evolve as well. By grounding implementation in Maryland’s shared framework and engaging in structured reflection, LEAs can ensure AI integration strengthens student learning, safeguards rights, and advances equitable outcomes across the state.

Purpose

The Local Action Planning Guide is designed to support LEA leadership teams in operationalizing the Maryland K–12 AI Guidance. While the foundational guidance establishes shared principles, responsibilities, and expectations for AI in Maryland’s public education system, this companion resource is intended to support structured local planning, reflection, and implementation.

Artificial intelligence integration is not a single decision or short-term initiative. It is a multi-phase change process that affects governance, instruction, operations, data systems, equity commitments, and community trust. Effective implementation requires cross-functional leadership, clearly defined roles, and alignment to Maryland’s statewide framework.

This Guide is structured as a reflective planning tool. It is not a compliance checklist. LEA leadership teams are encouraged to use it to surface strengths, identify gaps, and prioritize near-term action steps aligned to Maryland’s critical elements for safe, informed, and equitable AI integration.

MAPPING THE CURRENT LANDSCAPE

Before developing or revising local AI policies and practices, leadership teams should assess their current stage of implementation across Maryland’s critical elements. This activity is designed to support honest dialogue and shared understanding among superintendents, cabinet members, instructional leaders, technology directors, legal counsel, equity officers, and other key stakeholders.

IMPLEMENTATION STAGES

Step 1: As a leadership team, review each critical element below and determine your current stage of implementation.

Exploring. The LEA is developing awareness of AI’s implications. Conversations are emerging, but formal structures, policies, or coordinated plans are not yet established.

Organizing. Cross-functional discussions have begun. Initial guidance, pilot efforts, or leadership teams may exist, but shared definitions, expectations, and implementation structures are still developing.

Piloting. AI tools or instructional approaches are being tested in defined contexts. Policies and professional learning are emerging, and feedback mechanisms are beginning to form.

Scaling. AI integration is expanding across departments or schools. Governance structures, professional learning systems, and monitoring practices are aligned and coordinated.

Sustaining and Adapting. AI integration is embedded within instructional and operational systems. Continuous improvement cycles, community engagement, and policy review processes are established and responsive to change.

Step 2: Document the rationale for each rating. Include examples of existing initiatives, policies, pilot programs, or operational uses that informed your assessment.

Step 3: Identify one or two immediate next steps for each area.

Step 4: Use your responses to prioritize deeper planning and coordinated action.

Action Area	Where Are We Now? (Exploring, Organizing, Piloting, Scaling, Sustaining and Adapting)	Why This Rating?	Next Immediate Steps
Governance and Shared Leadership			
Equity, Access, and Inclusion			
Legal Foundations and Data Governance			
AI Literacy – Teaching About AI			
Teaching and Learning with AI			
Academic Integrity in an AI-Enabled Environment			
Operational and Administrative AI Use			

USING THIS REFLECTION

Leadership teams should approach this process with candor. AI integration often advances unevenly across departments. Instructional pilots may be underway while procurement language lags behind. Operational tools may include embedded AI features that have not yet been evaluated for equity or transparency. Disparities across domains are common in early implementation stages.

The purpose of this reflection is not to identify deficiencies, but to create clarity. Clear identification of current stage allows LEAs to sequence implementation thoughtfully, allocate resources strategically, and align efforts with Maryland's statewide commitments to safety, equity, accessibility, and human-centered decision-making.

Governance and Shared Leadership

Effective AI integration requires deliberate governance structures that reflect Maryland's commitment to shared responsibility, human-centered decision-making, and cross-functional coordination. AI integration affects instructional practice, data systems, procurement, accessibility, legal compliance, cybersecurity, and community trust. Without clear leadership structures and defined roles, implementation may become fragmented, reactive, or misaligned with district priorities.

Maryland's K-12 AI Guidance emphasizes the importance of coordinated leadership across state and local levels. At the LEA level, governance must ensure that AI-related decisions are aligned with strategic plans, instructional priorities, equity commitments, and legal requirements. AI integration is not solely a technology initiative. It is an enterprise-wide change effort that requires structured collaboration among instructional leadership, information technology, legal counsel, special education, multilingual learner services, human resources, finance, and communications teams.

Establishing clear governance structures strengthens transparency, reduces risk, and builds internal capacity to adapt as AI capabilities evolve.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Establish cross-functional leadership structures to guide AI planning and oversight.
- Align AI initiatives with district strategic plans and instructional priorities.
- Clarify decision-making authority and accountability across departments.
- Maintain transparent communication with staff, families, and community partners.
- Treat AI guidance and policies as living documents subject to review and revision.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Cross-Functional Leadership Structures*

Creating coordinated oversight mechanisms that reflect district-wide impact.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Establish a cross-departmental AI leadership team including instruction, technology, legal, equity, special education, multilingual learner services, communications, finance, and operations.		
Designate a senior leader responsible for coordinating AI implementation efforts across departments.		
Define clear reporting structures and decision-making authority for AI-related initiatives.		
Develop a written charter outlining the purpose, scope, and responsibilities of the AI leadership team.		
Schedule recurring review meetings to monitor implementation progress and emerging risks.		

Focus Area: *Strategic Alignment and Integration**Ensuring AI initiatives support district vision, equity priorities, and instructional improvement goals.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Align AI planning with the district strategic plan, technology roadmap, and instructional improvement frameworks.		
Identify specific district goals where AI may support student achievement, operational efficiency, or equitable access.		
Integrate AI considerations into existing innovation, curriculum, and professional learning initiatives.		
Ensure AI planning reflects commitments to Universal Design for Learning and inclusive practices.		

Focus Area: *Policy Development and Continuous Review**Establishing adaptive governance structures that remain responsive to change.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Conduct an audit of existing policies that may intersect with AI use, including acceptable use, data privacy, cybersecurity, procurement, academic integrity, and accessibility.		
Establish a regular review cycle for AI-related policies and guidance.		
Create mechanisms for educator and stakeholder feedback to inform policy updates.		
Develop clear documentation practices for AI-related decisions and implementation adjustments.		

Focus Area: *Stakeholder Communication and Transparency**Building trust through clear and proactive communication.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop a district communication plan explaining AI goals, guardrails, and expectations.		
Provide leadership briefings for principals and school-level teams.		
Offer informational sessions or materials for families and community partners.		
Clearly communicate how AI tools are evaluated, selected, and monitored.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How is AI governance structured within our district, and who holds ultimate accountability for implementation decisions?
- In what ways does our AI leadership team reflect cross-functional expertise, including instructional, legal, equity, and operational perspectives?

- How are AI initiatives integrated into existing district strategic priorities rather than operating as standalone efforts?
- What mechanisms are in place to ensure policies remain current as AI technologies evolve?
- How do we ensure transparent communication with staff, students, families, and community partners regarding AI use and oversight?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How are differences in implementation pace across departments being addressed to maintain coherence?
- What risk management protocols are in place to identify unintended consequences early?
- How does district leadership monitor alignment between school-level experimentation and district-level guardrails?
- What internal capacity must be strengthened to sustain AI governance over multiple years?

SUPPLEMENTAL RESOURCES

[Framework for Implementing Artificial Intelligence \(AI\) in K-12 Education](#) (ILO Group): A practical guide outlining district-wide and department-specific considerations for AI integration, including risk profiles, implementation examples, and strategies for ethical, scalable adoption.

[Report of the NEA Task Force on Artificial Intelligence in Education](#): This report outlines five guiding principles for the ethical, equitable, and effective use of AI in education. Drawing on educator insights and research, it addresses AI's impact on teaching, learning, disability access, data privacy, and educator agency.

[Commonsense Guardrails for Using Advanced Technology in Schools](#) (AFT, 2025): This guide outlines nine core values to guide ethical and effective technology use in schools, including safety, educator autonomy, democracy, and sustainability. It includes actionable strategies, classroom examples, and collective bargaining recommendations to help educators, unions, and districts implement AI and other technologies responsibly.

[North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools](#) (NCDPI, 1/16/2024): The NCDPI AI Implementation Roadmap (p. 9-10) provides a phased approach, starting with foundational readiness through team creation, tool vetting, and staff training. It emphasizes inclusive planning, community engagement, continuous learning, and policy updates to ensure responsible and evolving AI integration. This adaptable framework offers a resource for effectively navigating the implementation of AI in educational settings.

Equity, Access, and Inclusion

Artificial intelligence integration must strengthen, not widen, existing educational opportunity gaps. AI systems can expand access to personalized learning, language supports, accessibility tools, and differentiated instruction. They can also introduce or amplify bias, create uneven access to tools, and reinforce structural inequities if implementation is not intentional and monitored.

Maryland's AI guidance centers equity, accessibility, and civil rights protections as foundational conditions for responsible implementation. LEAs must examine not only whether students have access to AI tools, but how those tools are used, who benefits most, and whether underlying systems are designed and evaluated through an equity lens.

Equitable AI integration requires attention to three interconnected dimensions: access, use, and design. Leadership teams must ensure reliable infrastructure and assistive technologies, support inclusive instructional practices, and evaluate tools for bias and accessibility before and during deployment.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Ensure equitable access to devices, connectivity, and accessible AI-enabled platforms.
- Monitor patterns of AI use and outcomes across student groups.
- Align AI tool selection and procurement processes with accessibility and civil rights standards.
- Provide professional learning focused on inclusive, ethical, and bias-aware AI use.
- Engage students, families, and community members in conversations about AI opportunities and risks.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: Access

Ensuring equitable access to infrastructure, devices, and assistive technologies.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Conduct an audit of device access, internet connectivity, and AI-enabled platforms across schools.		
Identify disparities in access among schools or student populations.		
Ensure AI tools are compatible with assistive technologies and meet accessibility standards.		
Coordinate with technology and special education teams to address infrastructure gaps.		
Develop a plan to prioritize resource allocation where access barriers are most significant.		

Focus Area: Use

Ensuring meaningful and inclusive instructional use of AI tools.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Provide professional learning on equitable and responsible AI integration.		
Monitor patterns of AI use across grade levels, content areas, and student subgroups.		
Incorporate Universal Design for Learning principles into AI-integrated instruction.		
Establish feedback mechanisms to gather educator and student perspectives on AI use.		
Analyze whether AI-supported instructional practices are strengthening student engagement and achievement equitably.		

Focus Area: Design and Bias Mitigation

Ensuring AI tools and instructional practices are evaluated for harmful bias and inclusive design.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop or adopt a rubric to evaluate AI tools for bias, accessibility, transparency, and data practices.		
Include equity and accessibility specialists in procurement and evaluation processes.		
Provide training for educators to identify and critically evaluate algorithmic bias.		
Conduct periodic reviews of AI-generated outputs for patterns of bias or exclusion.		
Engage students and families in structured dialogue about AI risks and representation.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does our district define equitable AI integration, and how is that definition operationalized across departments?
- What data do we collect to monitor disparities in access, use, or outcomes associated with AI-enabled tools?
- How are students with disabilities, multilingual learners, and historically underserved student groups supported in AI-integrated environments?
- What safeguards are in place to evaluate and mitigate algorithmic bias in AI tools?
- How is community voice incorporated into AI decision-making and tool selection?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- What patterns have emerged when disaggregating AI use or performance data by subgroup?
- How do we ensure AI literacy instruction includes explicit attention to bias detection and critical evaluation?
- How do procurement processes document accessibility verification before deployment?

- What professional learning structures are in place to strengthen educator capacity to teach inclusively with AI?
- How do infrastructure investments align with broader digital equity initiatives?

SUPPLEMENTAL RESOURCES

[Digital Promise K-12 Digital Equity Framework](#): The framework advances inclusive innovation, sustainability, and continuous improvement built on leadership, coherent systems, consistent access, digital competency, and powerful learning propelled by technology.

[Module 3: Civil Rights, Accessibility, and Digital Equity](#) (pp. 23-39): A primer and discussion guide highlighting access for individuals with disabilities, digital equity, accessibility and assistive technology, Universal Design for Learning (UDL), harmful bias and algorithmic discrimination.

[Addressing the Digital Divide: 5 Goals Every District Must Reach](#) (webinar/podcast): Goals include: 1) reliable access for all learners, 2) current and compatible devices for all students, 3) digital skills that match career readiness, 4) keeping student information secure, and 5) ensuring digital learning is accessible.

[Generative Artificial Intelligence \(AI\) in K-12 Classrooms](#) (Oregon Department of Education): Oregon provides detailed, actionable resources that can directly support equity efforts. It offers specific strategies (Table 1) for addressing bias, inaccuracy, plagiarism, copyright and licensing issues, and access equity, offering training modules for educators, family resources from Common Sense Media, digital literacy tools like Stanford's Civic Online Reasoning, and guidance from IB and AP about AI integrity.

[Washington's Human-Centered AI Guidance for K-12 Public Schools: Ethical Considerations for AI: A Framework for Responsible Use](#) (OPSI, July 1, 2024): Framework for responsible and ethical use of AI in education, emphasizing human oversight and reflection. Its "Human-AI-Human" model encourages AI use to start with human inquiry and end with human judgment, ensuring that technology supports rather than replaces human insight. The document also provides actionable guidelines for education leaders, IT professionals, teachers, students, and families, emphasizing equitable access, data privacy, bias detection, and continuous community engagement.

Legal Foundations and Data Governance

As artificial intelligence becomes embedded in instructional platforms, operational systems, and productivity tools, LEAs must ensure that all AI-related uses comply with federal and Maryland law. Legal compliance is not a secondary consideration. It is foundational to protecting student rights, maintaining public trust, and reducing institutional risk.

AI systems may collect, process, or generate data that qualify as student records. They may affect hiring, evaluation, discipline, or access to services. They may embed automated decision-making features that require human oversight. In some cases, AI capabilities are integrated into existing digital platforms without clear local awareness. For these reasons, governance structures must include legal and data expertise. Maryland LEAs are responsible for aligning AI use with federal statutes such as FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, and CIPA, as well as relevant Maryland statutes, COMAR regulations, and state data governance requirements. Vendor contracts, procurement processes, and cybersecurity protocols must reflect AI-specific risks and responsibilities. Legal alignment is an ongoing process. As AI tools evolve, districts must maintain active review cycles to ensure policies remain current and enforceable.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Ensure AI use complies with all applicable federal and Maryland laws and regulations.
- Conduct regular audits of AI-enabled tools and associated data practices.
- Integrate AI-related expectations into existing policies and governance documents.
- Provide role-specific training on legal responsibilities related to AI use.
- Establish clear oversight and accountability structures for AI compliance.
- Maintain transparent documentation of AI-related decisions and data practices.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Compliance with Federal and Maryland Law*

Clarifying how legal frameworks apply to AI tools in instructional and operational contexts.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review how FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, and CIPA apply to AI-enabled tools currently in use or under consideration.		
Review relevant Maryland statutes and COMAR regulations governing student records, accessibility, procurement, and public accountability.		
Identify whether AI-generated outputs or stored interactions qualify as student records under applicable law.		
Convene a cross-functional compliance review team including legal counsel, data governance leaders, and technology staff.		
Develop written guidance clarifying legal expectations for educators and administrators.		

Focus Area: *Data Governance and Privacy Audits**Ensuring AI-related data collection, storage, and processing align with district and state standards.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Inventory AI-enabled tools and identify embedded AI features within existing platforms.		
Audit vendor agreements for data collection, storage, retention, and deletion practices.		
Require vendors to disclose AI model capabilities, data sources, and data handling procedures.		
Review cybersecurity protocols to ensure AI-related data flows are protected.		
Establish documentation procedures for monitoring AI-related data governance compliance.		

Focus Area: *Integration into Existing Policies**Embedding AI expectations into current governance structures rather than creating isolated policies.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review and update acceptable use policies to address AI-specific expectations.		
Update data privacy, cybersecurity, procurement, harassment, and academic integrity policies as needed.		
Clarify role-specific expectations for AI use in employee handbooks and student codes of conduct.		
Ensure policies reflect age-appropriate expectations for student AI use.		
Establish a regular review cycle for AI-related policy updates.		

Focus Area: *Accessibility and Civil Rights Compliance**Ensuring AI tools support students with disabilities and multilingual learners.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Require all AI tools to meet applicable accessibility standards under IDEA, Section 504, and ADA.		
Involve special education and multilingual learner teams in procurement and evaluation processes.		
Verify compatibility with assistive technologies prior to deployment.		
Document accessibility evaluations and maintain records for compliance purposes.		

Focus Area: Oversight and Public Accountability

Creating transparent monitoring and reporting structures.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Designate a compliance lead or cross-departmental working group responsible for AI-related legal oversight.		
Establish a schedule for reviewing vendor contracts and policy language.		
Develop protocols for responding to public records requests involving AI-generated materials.		
Communicate AI governance practices publicly to strengthen trust and transparency.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does our district determine which AI uses fall within the scope of existing legal protections and obligations?
- What processes are in place to audit AI-enabled tools for privacy, accessibility, and anti-discrimination compliance?
- How are vendor contracts structured to address AI-specific data and transparency requirements?
- Who holds responsibility for monitoring changes in law or regulation that may affect AI implementation?
- How are educators supported in understanding their legal responsibilities when using AI tools?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How frequently are staff trained on legal and data governance issues related to AI?
- What mechanisms exist for staff to raise concerns regarding potential legal or ethical violations?
- How does the district verify that AI tools remain compliant as vendors update capabilities?
- How are decisions involving AI documented to ensure defensibility and public accountability?
- How do cross-departmental leaders collaborate to ensure consistency in compliance practices?
- Please note that this Guide does not constitute legal advice. LEAs should consult with legal counsel when addressing specific compliance questions or contractual matters.

SUPPLEMENTAL RESOURCES

[K-12 Gen AI Maturity Tool](#) (CoSN): Guidance for the full range of necessary work in operational readiness, data readiness, technical readiness, security readiness, and legal/risk readiness (rubrics 3-6). The tool describes this work at the emerging, developing, and mature levels and offers a recommended policies list.

[TEC Student Data Privacy Alliance Training Materials](#): The Education Collaborative provides schools and districts with support to negotiate privacy terms with software vendors and training materials.

[Alabama AI Policy Template for Local Education Agencies](#) (ASDE, June 2024): This resource outlines policies for AI governance, data privacy, procurement, risk management, and implementation, all while centering human oversight and educational equity. The template also emphasizes competency development for educators, ensuring they are equipped to navigate AI's technical, ethical, and pedagogical dimensions.

AI Literacy: Teaching about AI

Artificial intelligence is reshaping how information is created, distributed, evaluated, and consumed. Students are already interacting with AI systems in search engines, productivity platforms, social media, and generative tools. AI literacy is therefore not optional. It is an extension of digital literacy, civic reasoning, and critical thinking.

Maryland’s approach to AI integration emphasizes that students must not only use AI tools, but understand how they function, how they can mislead, and how they shape information environments. AI literacy includes foundational knowledge of how AI systems are built, awareness of bias and limitations, understanding of data privacy implications, and the ability to apply ethical judgment when engaging with AI-generated content.

For LEA leadership teams, AI literacy requires alignment with Maryland’s Digital Literacy and Computer Science (DLCS) standards, integration into curriculum frameworks, and investment in professional learning. AI literacy is not a standalone course requirement. It is embedded across disciplines and grade levels.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Define AI literacy expectations aligned with Maryland’s DLCS standards.
- Integrate AI literacy concepts across grade levels and content areas.
- Provide differentiated professional learning for educators and staff.
- Engage students as critical thinkers and informed participants in AI-enabled environments.
- Communicate clearly with families and community partners about AI literacy goals.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Defining AI Literacy Goals*
Establishing a shared, district-wide understanding of AI literacy expectations.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify AI literacy competencies for students aligned with Maryland DLCS standards.		
Define role-specific AI literacy expectations for educators, administrators, and support staff.		
Establish common language across the district to describe responsible AI use, bias, and limitations.		
Align AI literacy outcomes with existing digital citizenship and media literacy initiatives.		
Clarify how AI literacy supports broader district goals for college, career, and civic readiness.		

Focus Area: *Curriculum and Instructional Integration**Embedding AI literacy concepts into content areas and instructional planning.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Map AI literacy concepts to existing curriculum frameworks across grade levels.		
Integrate instruction on bias, misinformation, data privacy, and algorithmic decision-making into core subjects.		
Collaborate with curriculum teams to embed AI-related inquiry tasks into units of study.		
Ensure instructional materials reflect cultural responsiveness and accessibility.		
Develop exemplar lessons demonstrating how AI literacy can be taught across disciplines.		

Focus Area: *Professional Learning for Educators and Staff**Building educator capacity to teach about AI confidently and responsibly.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Provide foundational AI literacy training for all educators and administrators.		
Offer differentiated learning pathways for instructional leaders, classroom teachers, and non-instructional staff.		
Create quick-reference resources outlining AI concepts, risks, and instructional implications.		
Support collaborative planning time focused on integrating AI literacy into instruction.		
Establish peer learning communities to share instructional strategies and resources.		

Focus Area: *Student Engagement and Critical Evaluation**Positioning students as informed and reflective participants in AI-enabled environments.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Incorporate scenario-based learning that requires students to evaluate AI-generated outputs.		
Engage students in discussions about authorship, bias, and ethical AI use.		
Provide structured opportunities for students to critique misinformation and manipulated content.		
Encourage student reflection on digital footprint, data privacy, and long-term implications of AI use.		
Integrate project-based learning opportunities that examine real-world AI applications.		

Focus Area: *Family and Community Engagement**Building shared understanding and transparency around AI literacy.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop plain-language communications explaining district AI literacy goals.		
Host informational sessions for families on AI use in schools.		
Provide multilingual materials explaining AI opportunities and risks.		
Partner with higher education and industry organizations to extend AI learning opportunities.		
Incorporate AI literacy discussions into existing family engagement events.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does AI literacy align with our district's DLCS implementation and digital citizenship initiatives?
- What competencies do students need at each grade band to critically evaluate AI systems?
- How are educators supported in understanding AI concepts deeply enough to teach them effectively?
- How are multilingual learners and students with disabilities supported in AI literacy instruction?
- How are families informed about AI literacy goals and expectations?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- What consistent framework guides AI literacy instruction across schools?
- How is AI literacy integrated into core content areas rather than treated as an isolated topic?
- How do we measure whether students are developing critical evaluation skills related to AI?
- How are emerging AI risks incorporated into ongoing curriculum revisions?
- What partnerships could strengthen authentic AI literacy experiences for students?

SUPPLEMENTAL RESOURCES

[Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education](#) (TeachAI, 2025): Provides a comprehensive, interdisciplinary guide for developing AI literacy in primary and secondary education, aligning with international standards like the EU AI Act and the OECD's digital competence goals. It outlines essential knowledge, skills, and attitudes learners need to engage with, create, manage, and design AI systems responsibly. Districts can use this framework as a foundational resource to integrate AI literacy into curricula, professional development, and policy, fostering a human-centered, ethical approach to AI in education.

[AI Readiness Framework: What Students, Educators, and District Leaders Need to Know](#) (aiEDU, 2024): This three-part framework outlines AI literacy and readiness competencies for students and educators and includes a district-level rubric for systems integration.

[North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools](#) (NCDPI, 2024): The document offers practical, age-specific recommendations for teaching AI literacy, including concrete ideas like discussing AI is not real, media literacy, and analyzing images for

AI signs. It also highlights crucial topics for training such as understanding model workings, bias, hallucinations, and protecting privacy.

[Learning with AI, Learning about AI](#) (California Department of Education): Emphasizes the need to demystify the technology and understand how it produces output, including potential inaccuracies and biases. It explicitly recommends integrating the AI4K12 5 Big Ideas (Perception, Representation, Reasoning, Learning, Societal Impact) into the curriculum as a framework for teaching AI concepts based on developmental levels. The document links learning about AI to existing computer science standards, covering areas like computing systems, data analysis, algorithms, programming, and the impacts of computing.

[Mississippi Artificial Intelligence: Guidance for K-12 Classrooms](#) (Mississippi Department of Education): Offers a model for integrating AI literacy within a broader digital learning framework. It organizes AI use through the lens of five core digital learning components: digital citizenship, standards-aligned content & tools, active learning & engagement, formative assessment & feedback, and accessibility. This approach embeds AI literacy into technology integration rather than treating it as a standalone initiative. This structure can help districts frame AI as one element of comprehensive digital literacy, encouraging alignment with existing instructional goals and providing actionable strategies for cross-curricular technology skill-building.

Teaching and Learning with AI

Artificial intelligence is influencing not only what students need to understand, but how instruction is designed, delivered, and assessed. Teaching with AI requires intentional integration that strengthens learning outcomes, preserves human judgment, and reinforces Maryland’s instructional priorities.

AI tools can support differentiation, feedback cycles, accessibility, language translation, formative assessment, and creative exploration. At the same time, unstructured or inconsistent use can undermine rigor, blur authorship expectations, or introduce inequities in access and opportunity.

Maryland’s guidance emphasizes that AI must enhance, not replace, educator expertise. Instructional use must align with curriculum standards, support Universal Design for Learning principles, and preserve student agency. Assessment practices may need to evolve to emphasize reasoning, process, and transparency in AI-supported work.

For LEA leadership teams, this requires coordinated professional learning, curricular alignment, and clearly articulated expectations for classroom practice.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Align AI-integrated instruction with Maryland content standards and DLCS frameworks.
- Promote ethical, transparent, and developmentally appropriate AI use in classrooms.
- Support Universal Design for Learning and differentiated instruction through AI tools.
- Redesign assessments to reflect process, reasoning, and appropriate AI engagement.
- Provide sustained professional learning to build instructional capacity.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Curriculum Alignment and Access*
Ensuring AI use strengthens, rather than distracts from, academic standards and district instructional goals.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify content areas where AI tools can enhance inquiry, analysis, creativity, or feedback.		
Align AI-integrated instructional practices with Maryland content standards and DLCS frameworks.		
Develop guidance outlining when and how AI may be used to support learning objectives.		
Ensure access to age-appropriate, vetted AI tools across grade levels.		
Facilitate cross-disciplinary planning to design AI-enhanced units of study.		

Focus Area: *Ethical and Critical Use in Instruction**Embedding transparency, reflection, and responsible use into classroom routines.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop classroom guidance on appropriate AI use aligned with district policy.		
Integrate reflection prompts requiring students to explain how AI was used in their work.		
Provide model lessons that address fairness, bias, and authorship in AI-supported tasks.		
Support teachers in modeling transparent AI use in instructional planning and feedback.		
Encourage development of classroom norms that position AI as a support tool rather than a substitute for thinking.		

Focus Area: *Teacher Practice and Instructional Design**Supporting educators in designing AI-enhanced learning experiences.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Provide professional learning focused on designing AI-integrated lessons and assessments.		
Offer coaching cycles or professional learning communities dedicated to AI-enhanced instruction.		
Curate exemplar assignments demonstrating effective AI integration.		
Create opportunities for educators to pilot AI-supported strategies and share findings.		
Provide planning templates that integrate AI thoughtfully into lesson design.		

Focus Area: *Student AI Use and Learning Design**Positioning students as active, reflective participants in AI-supported learning.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Incorporate metacognitive prompts that require students to describe decision-making when using AI.		
Shift emphasis from final products to iterative drafts, reasoning, and revision processes.		
Design tasks that require evaluation of AI-generated outputs for accuracy and bias.		
Scaffold AI use so that tools support inquiry rather than replace foundational skill development.		
Provide differentiated supports for students who require additional structure in AI-enabled environments.		

Focus Area: *Assessment in an AI-Enabled Environment**Ensuring assessment practices reflect transparency, reasoning, and integrity.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review existing assessment practices to determine where redesign is necessary.		
Develop rubrics that evaluate reasoning, process, and ethical AI engagement.		
Pilot assessment formats that require students to annotate or justify AI use.		
Provide alternatives to detection-based approaches that emphasize instructional design.		
Align grading practices with district academic integrity expectations.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does teaching with AI align with our district's instructional vision and student outcome goals?
- What professional learning structures support educators in designing AI-integrated lessons effectively?
- How do we ensure AI use strengthens rigor rather than reducing cognitive demand?
- What safeguards ensure equitable access to AI-supported learning opportunities?
- How are assessment practices evolving to reflect AI-enabled environments?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- What competencies must educators develop to use AI responsibly in instruction?
- How are school-based leaders supported in monitoring instructional AI integration?
- How are multilingual learners and students with disabilities supported in AI-enhanced classrooms?
- What mechanisms allow educators to share lessons learned from pilot efforts?
- How do we communicate instructional AI expectations clearly to families?

SUPPLEMENTAL RESOURCES

[AI Literacy: A Framework to Understand, Evaluate, and Use Emerging Technology](#) (Digital Promise): A research-informed guide designed to help educational leaders foster AI literacy in their schools. The framework focuses on three core areas: understanding, evaluating, and using AI. The framework empowers educators and students to critically and responsibly interact with AI tools.

[Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education](#) (TeachAI): Provides a comprehensive, interdisciplinary guide for developing AI literacy in primary and secondary education, aligning with international standards like the EU AI Act and the OECD's digital competence goals. It outlines essential knowledge, skills, and attitudes learners need to engage with, create, manage, and design AI systems responsibly. Districts can use this framework as a foundational resource to integrate AI literacy into curricula, professional development, and policy, fostering a human-centered, ethical approach to AI in education.

[Washington Implementing AI: A Practical Guide for the Classroom](#) (OSPI): Useful for teaching with AI due to its central human-centered approach and detailed frameworks for practical classroom integration. It provides a 5-Step Scaffolding Scale and Example Assignment Matrix for educators to guide student AI use, links AI to pedagogical strategies like differentiation and Universal Design for Learning, and offers explicit guidance on ethical use, assignments, and assessment for teachers. It also supports integrating AI across subjects and addressing equitable access through pedagogical approaches.

[Mississippi Artificial Intelligence: Guidance for K-12 Classrooms](#) (Mississippi Department of Education): Offers actionable strategies for teachers and administrators to leverage AI tools across key pedagogical functions, presenting specific examples organized by digital learning components like Standards-Aligned Content, Active Learning, Formative Assessment, and Accessibility. It details how AI can support teachers in areas like lesson planning, differentiation, assessment analysis, and providing timely feedback, while also outlining student uses for personalization, research, and accessibility. The guide emphasizes digital citizenship and professional development for effective classroom implementation.

[Artificial Intelligence in Louisiana Schools: Guidelines for K-12 Schools](#) (LDE, 2024): Offers a structured AI Integration Tiered Approach, linking AI use levels (Empowered, Enhanced, Assisted, Prohibited) to the SAMR model with content examples to guide pedagogical choices. It positions AI as a partner to empower educators and students, emphasizes safeguards, monitoring, and transparency in classroom use, and highlights the potential of AI to support students with exceptionalities and multilingual learners.

[Massachusetts AI Literacy for Educators](#): The Massachusetts Department of Elementary and Secondary Education, Office of Educational Technology, in partnership with the Collaborative for Educational Services (CES), and AI Consultant, Greg Kuloweic, developed this resource as an introduction to AI literacy for Massachusetts educators. This resource helps educators build AI literacy through practical support, real-world examples, and guided reflection. This is not a classroom toolkit; instead, the focus is on developing an understanding of AI.

Academic Integrity in an AI-Enabled Environment

Generative AI tools can produce written responses, solve problems, generate images, summarize texts, and provide structured feedback within seconds. These capabilities challenge traditional assumptions about authorship, originality, and academic honesty. At the same time, they provide opportunities to strengthen student reflection, ethical reasoning, and transparency.

Maryland's approach to AI integration emphasizes that academic integrity must evolve alongside instructional practice. Overreliance on detection tools or purely punitive approaches may undermine trust and fail to address the deeper instructional shifts required in AI-enabled environments. Instead, districts should focus on clarity of expectations, process-oriented assessment, and shared norms around responsible AI use.

Students must understand when and how AI may be used, how to disclose that use appropriately, and how to maintain ownership of their thinking. Educators must be supported in redesigning assignments and assessments to emphasize reasoning, metacognition, and authentic demonstration of learning.

Academic integrity in an AI-enabled environment is not solely about preventing misuse. It is about cultivating ethical judgment and preserving the central role of human thinking in learning.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Define and communicate clear expectations for appropriate AI use and disclosure.
- Redesign assessments to prioritize reasoning, reflection, and process.
- Provide consistent guidance across grade levels and content areas.
- Discourage reliance on AI detection tools as a primary strategy.
- Support educators in modeling ethical AI use and transparency.
- Engage families in conversations about evolving academic integrity norms.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Defining and Communicating Expectations*

Establishing consistent, age-appropriate expectations for AI use and disclosure.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop district-wide guidance outlining when and how AI use must be disclosed in student work.		
Clarify expectations in student handbooks, academic integrity policies, and course syllabi.		
Define age-appropriate expectations for elementary, middle, and high school students.		
Provide sample disclosure statements or templates for classroom use.		
Communicate expectations clearly to families and community members.		

Focus Area: *Redesigning Assessment Practices**Shifting from product-based evaluation to process-centered assessment.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review current assessments to identify tasks vulnerable to inappropriate AI substitution.		
Develop exemplar rubrics that assess reasoning, revision, and ethical AI engagement.		
Pilot assignments requiring annotated drafts or explanation of AI use.		
Incorporate reflective components that require students to describe their thinking process.		
Provide professional learning on designing AI-aware assessments.		

Focus Area: *Teaching and Scaffolding Integrity**Supporting students in developing ethical reasoning skills related to AI.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Integrate instruction on authorship, citation, and attribution into core content areas.		
Provide lessons contrasting AI-generated content with student-generated work.		
Engage students in discussions about fairness, accountability, and intellectual ownership.		
Reinforce citation practices that distinguish between traditional sources and AI tools.		
Align digital citizenship instruction with AI integrity expectations.		

Focus Area: *Fostering a Culture of Safe Disclosure**Encouraging transparency rather than fear-based compliance.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Establish a district stance supporting honest disclosure of AI use.		
Reduce reliance on AI detection tools and emphasize instructional strategies instead.		
Facilitate classroom norm-setting activities that define responsible AI use.		
Provide educators with language to normalize conversations about AI.		
Incorporate student voice into discussions about evolving integrity expectations.		

Focus Area: *Supporting Educators**Equipping educators with tools and professional learning to guide AI-integrated work.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Offer role-specific professional development on AI and academic integrity.		
Provide sample assignments, rubric language, and disclosure templates.		
Create collaborative planning time to redesign assessments.		
Share emerging research on AI detection reliability and limitations.		
Encourage educators to model transparent AI use in their own instructional planning.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does our district define appropriate AI use in student work?
- How are disclosure expectations communicated consistently across schools?
- What assessment redesign efforts are underway to reflect AI-enabled environments?
- How do we balance accountability with student agency and trust?
- How are families informed about evolving academic integrity expectations?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How are foundational citation skills strengthened in the context of AI-assisted writing?
- What signals communicate to students that transparency is valued rather than penalized?
- How are integrity policies reviewed and updated as AI capabilities evolve?
- How are educators supported in navigating emerging scholarly norms regarding AI use?
- What evidence suggests that current approaches strengthen ethical reasoning rather than encourage avoidance?

SUPPLEMENTAL RESOURCES

[Guidance and Considerations for Using Artificial Intelligence in Oklahoma K-12 Schools](#) (Oklahoma Education, April 2024): Demonstrates a practical tool for academic integrity: the AI Acceptable Use Rating Scale, which clearly defines levels of acceptable AI use from “No AI Use” to “Full AI Use with Human Oversight.” For each level, it outlines specific Disclosure Requirements, such as including a statement, submitting links to AI chats, or citing AI-created content.

[Guidance, Considerations, and Intentions for the Use of Artificial Intelligence in West Virginia Schools](#) (WVDE, March 2025): Focuses on updating existing policies to address AI and academic integrity, recommending revisiting definitions of cheating and plagiarism. It explicitly advises educators to refrain from using AI detection tools due to reliability concerns and requires students and teachers to openly acknowledge and describe AI usage, providing sample citation resources for MLA, APA, and Chicago styles. The document also suggests restructuring assignments to require personal context or original data to reduce opportunities for plagiarism.

[Colorado Roadmap for AI in Education](#): Advocates for districts to rethink traditional notions of plagiarism and cheating and instead emphasize how students can responsibly use AI as a tool. Key recommendations include developing policy for transparent and ethical use, clearly defining

acceptable student uses, and teaching students how to verify AI-generated information for truthfulness. The guidance suggests reviewing and updating existing academic integrity, conduct, and discipline policies rather than necessarily creating entirely new ones, focusing on shared understanding and clear expectations for disclosure and responsible use. Also includes links to resources such as a Framework for Improving the Role of Teaching with AI.

Operational and Administrative AI Use

Artificial intelligence is increasingly embedded in district-level systems that extend beyond the classroom. Budget modeling tools, enrollment projections, staffing platforms, helpdesk systems, predictive analytics dashboards, cybersecurity monitoring, and vendor software may incorporate automated decision-making features. These systems can improve efficiency, surface patterns in complex data, and support strategic planning. They can also introduce risk if assumptions, data inputs, or algorithmic outputs are not examined carefully.

Operational AI systems often function in the background. Their influence on resource allocation, hiring decisions, scheduling, and service delivery may not always be visible to staff or the public. Without structured oversight, automated systems can unintentionally reinforce disparities or limit professional discretion.

Maryland's approach to AI integration requires the same human-centered, equity-driven, and legally compliant posture in operational contexts as in instructional ones. LEA leadership teams must ensure transparency, documentation, and meaningful human review wherever AI informs consequential decisions.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Ensure transparency and human oversight in operational AI systems.
- Monitor AI-informed decisions for equity and bias risks.
- Strengthen staff capacity to interpret AI-generated insights responsibly.
- Embed AI considerations into procurement and vendor management processes.
- Align operational AI use with district values, legal obligations, and community expectations.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Budgeting and Financial Planning*

Ensuring AI-supported forecasting tools are transparent and equitable.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify where AI-enabled tools are used in budget modeling or financial forecasting.		
Review assumptions and data inputs underlying AI-generated projections.		
Analyze whether automated recommendations affect funding allocations across schools or student groups.		
Establish processes for human review and contextual adjustment of AI-informed projections.		
Train finance and leadership teams to interpret AI outputs critically.		

Focus Area: *Human Resources and Hiring**Preserving fairness and legal compliance in AI-supported personnel systems.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Audit AI-assisted hiring, screening, or evaluation tools for bias and transparency.		
Ensure human review is required for all consequential personnel decisions.		
Inform applicants and employees when AI tools are used in hiring or evaluation processes.		
Review HR systems for compliance with anti-discrimination and civil rights laws.		
Provide training for HR and leadership staff on responsible AI use in personnel systems.		

Focus Area: *Data Dashboards and Decision-Support Systems**Strengthening data literacy and oversight of AI-generated insights.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Inventory dashboards or analytics platforms that include predictive or automated recommendations.		
Clarify how model assumptions and limitations are communicated to users.		
Establish review cycles to assess accuracy and potential unintended consequences.		
Ensure data are disaggregated to monitor equity implications.		
Provide professional learning for leaders on interpreting AI-generated insights responsibly.		

Focus Area: *Procurement and Vendor Management**Embedding AI-specific expectations into purchasing decisions.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Require vendors to disclose where and how AI is embedded in products or services.		
Request documentation of data sources, model training practices, and bias mitigation strategies.		
Include contract language addressing privacy, accessibility, transparency, and accountability.		
Establish cross-functional procurement review teams including instructional, legal, and equity perspectives.		
Maintain documentation of vendor compliance and ongoing monitoring practices.		

Focus Area: *Cross-Departmental Oversight*
Ensuring coherence across operational domains.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify a designated leader or team responsible for coordinating operational AI practices.		
Document where AI is used across departments to improve transparency.		
Align operational AI decisions with district strategic priorities and equity commitments.		
Establish protocols for documenting and explaining AI-informed decisions if requested publicly.		
Review operational AI use annually to ensure alignment with evolving district policies.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- Where is AI currently embedded in our operational systems, and how visible is its influence?
- How do we ensure meaningful human review of AI-informed recommendations?
- What safeguards are in place to detect and address bias in budgeting, staffing, or service allocation?
- How do procurement processes address AI-specific risks and disclosure requirements?
- How are operational AI practices communicated to staff and the broader community?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How are leaders trained to interpret predictive analytics responsibly?
- What documentation practices support transparency and defensibility of AI-informed decisions?
- How are civil rights and accessibility standards monitored in operational AI systems?
- How do we ensure vendor updates do not introduce new risks without review?
- How does operational AI oversight connect with instructional AI governance structures?

SUPPLEMENTAL RESOURCES

[The K-12 Gen AI Maturity Tool](#) developed by CoSN and the Council of the Great City Schools offers supplemental resources for work across departments. The tool provides a clear, domain-based rubric to assess and improve district capacity in operational areas such as procurement, staffing, and data governance. It provides detailed maturity benchmarks and action recommendations for ethical procurement, AI-related vendor oversight, compliance processes, financial planning for AI staffing, and continuous staff development.

The [Framework for Implementing Artificial Intelligence \(AI\) in K-12 Education](#) developed by the ILO Group supports various operational departments in a school system. It outlines both district-wide and department-specific strategies for integrating AI, providing practical scenarios and considerations. Departments such as Curriculum & Instruction, Special Education, Student Support Services, Enrollment, Facilities & Operations, Human Resources, Family & Community Engagement, and IT Management can each find tailored guidance to enhance their operations with AI. This framework encourages cross-departmental collaboration to ensure AI is implemented responsibly, equitably, and effectively throughout the educational ecosystem.

[Artificial Intelligence and Accessibility](#) (Mass.gov): This Massachusetts-specific resource offers guidance on ensuring AI tools meet accessibility standards, outlining best practices for procuring and developing AI products that are compatible with assistive technologies and free from digital barriers for users with disabilities. Districts can use this resource to strengthen procurement processes, and as AI becomes embedded in operational systems, this guidance can help maintain equitable access and legal compliance in technology acquisitions.

Moving from Reflection to Action

Completion of the reflection activities and planning tables in this Guide is a starting point, not an endpoint. Artificial intelligence integration is an ongoing leadership responsibility that requires structured sequencing, sustained coordination, and continuous review.

LEA leadership teams are encouraged to formally review the results of their Section I landscape assessment and identify one to three priority focus areas for initial action. Not all domains must advance simultaneously. Phased implementation allows districts to allocate resources strategically, strengthen internal capacity, and refine governance structures before scaling efforts more broadly.

As immediate next steps, leadership teams should confirm or establish a cross-functional AI governance structure, assign clear ownership for each priority area, and develop a short-term action plan with defined timelines and deliverables. Where pilots are underway, districts should document lessons learned and use those findings to inform policy updates and professional learning.

AI technologies, vendor capabilities, and legal considerations will continue to evolve. District policies and practices must remain adaptable. LEAs should establish regular review cycles to reassess implementation progress, monitor equity impacts, and align local efforts with updates to Maryland's statewide AI guidance and supports.

Sustained success will depend on transparent communication, meaningful human oversight, and alignment with district values. By moving deliberately from reflection to coordinated action, LEAs can ensure that artificial intelligence strengthens teaching and learning, safeguards student rights, and advances equitable outcomes across Maryland's public education system.