Implementation Readiness Packet

CivicOS Labs

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Teacher Quick Start

The fastest path from "I'm interested" to "I can teach this Monday morning."

If you have 20 minutes to evaluate this Pilot Kit and decide whether to teach it next week, this document is what you need.

What this curriculum teaches in one sentence

Florida students learn to understand AI, verify information, protect privacy, use digital tools responsibly, and apply technology to civic problem-solving — through five paired lessons that work in any classroom, homeschool, microschool, or library setting in Florida.

What you need to know in five bullets

- **Five lessons, one week of teaching.** Each lesson is about 45 minutes of core instruction plus 20–30 minutes of independent student work. Alternative pacings (two weeks, five weeks, weekend intensive) are documented in the Pacing Guide if a one-week run does not fit your setting.
- **No installation required.** The default delivery works on any device with a browser, including locked-down school Chromebooks. Local AI installation is an optional extension for students whose home setups support it.
- **Two paired editions.** Teacher Edition (everything you need to teach: lesson plans, timings, annotations, differentiation, assessment, answer keys) and Student Edition (what students read and work in). Per-lesson files match across editions.
- **Florida standards-aligned.** Maps to current Florida B.E.S.T. Computer Science Standards (July 2024 revision — Emerging Technologies, Programming and Software Engineering, Communication and Collaboration, Personal Health and Safety, Technological Impact, Cyber Security, Computing Components), Florida Civics and Government Standards (SS.7.CG.2.8 media/groups influencing government, SS.7.CG.2.9 bias/propaganda analysis, SS.7.CG.2.10 citizens addressing state/local problems — primary anchor for the Civic Tech Mini-Project, plus grade 8 extensions SS.8.CG.2.2 / 2.3 / 2.4 / 2.6), and Florida B.E.S.T. ELA Standards for grades 6–8. Full matrix: Standards Alignment Matrix.
- **Pilot, not finished product.** This is a working draft you are evaluating. Your feedback shapes the full curriculum (Phase 2 nine-week module and Phase 3 full-year edition). Use the Pilot Feedback Form to tell us what worked and what did not.

What you need to teach Lesson 1 on Monday

Materials: - Teacher Edition: Lesson 1 Teacher Edition - Student Edition (printed or shared digitally): Lesson 1 Student Edition - A device with a browser and projection capability (your computer + class screen, or equivalent) - Optional: students' own devices for follow-up activities; not required for the core lesson - A

way for students to write (notebook, computer, paper)

Time: 45 minutes core instruction, plus 20 minutes of student independent work (which can be in-class or as homework).

Preparation (15 minutes the day before): 1. Read the Lesson 1 Teacher Edition end-to-end (about 12 minutes) 2. Print or queue up the Lesson 1 Student Edition for distribution 3. Decide which AI demonstration path your setting supports: (a) a district-approved AI tool, if your school has one; (b) prepared example AI outputs from the Teacher Edition's No-Install Adaptation Notes (text descriptions ready to project directly or convert to screenshots — the lesson reaches all stated learning objectives this way, with no live AI access required); or (c) a browser-based commercial AI service, only if your school's policy explicitly permits classroom demonstration. Florida district policies on classroom AI demonstration vary; do not assume permission. The IT Approval Checklist and Administrator Overview documents support that conversation if needed.

On Monday: 1. Open the Teacher Edition Lesson 1 file 2. Follow the Lesson Procedure section minute by minute 3. Have students follow along with the Student Edition 4. Use the Self-Check at the end of the Student Edition to confirm understanding before moving on

That is all you need for Lesson 1. Lessons 2–5 follow the same format.

What students will produce across the week

By the end of the five lessons, each student will have:

- An **AI Concept Map** showing their working understanding of what AI is and how it works (Lesson 1)
- A **Source Verification Log entry** documenting their practice of checking an AI claim against a real source (Lesson 2)
- A **Media Analysis** comparing how a single topic is treated across AI, news, advocacy, and social media (Lesson 3)
- An **AI Use Disclosure** demonstrating responsible documentation of AI assistance (Lesson 4)
- A **Civic Issue Brief** applying everything to a real local or state issue they researched (Lesson 5)

These accumulate as a portfolio. They support homeschool portfolio requirements, ESA documentation, and any institutional reporting on what students learned.

What to do if something goes wrong

Students get stuck on the reading. The Student Edition is calibrated to grade 7 (Lexile ~1100L). For students reading below grade level, the Teacher Edition's Differentiation Notes section for each lesson includes read-aloud guidance, vocabulary pre-teaching, and chunked reading approaches.

Use **Supported_Reading_Versions** when students need a lower reading load or when you want a read-aloud version. The supported readings preserve the same learning targets while reducing sentence density.

Students finish early. The Teacher Edition lists Extension Options for each lesson. Most are independent or partner activities that go deeper without requiring more direct instruction.

Use **Extension_Options_Guide** to choose extensions by student profile and available time. Extensions are enrichment; students do not need extensions to reach Proficient.

Your computer can't access an AI service. Every lesson includes the no-install default delivery using prepared example AI outputs (text descriptions in the Teacher Edition that can be projected as text or converted to screenshots) and offline activities. The lessons reach their learning objectives without requiring live AI access during class.

Use **Visual_Asset_Pack** when you need ready-to-project no-install mockups instead of live AI access.

A student asks a question you don't know the answer to. This is normal. AI is a fast-moving field. The Teacher Edition's Background for the Teacher section gives you what you need for each lesson; for deeper questions, *The Open Source Student* (Foundation Edition) is a much longer reference book your students or you can consult. You do not need to know everything about AI to teach this curriculum well; you need to know what each lesson teaches.

A parent has concerns. Use the Parent/Guardian Letter template to send proactively, or to respond when concerns arise. Most parents respond well to transparency about what students are learning and why.

What this Pilot Kit asks of you

Three things:

1. **Teach the five lessons** — in your setting, at your pacing
2. **Capture what happened** — informal notes on what worked, what didn't, where students struggled, what they got excited about
3. **Submit the Pilot Feedback Form** — the Pilot Feedback Form, takes about 10 minutes

Your feedback shapes the next version. The full nine-week module (Phase 2) and the full-year curriculum (Phase 3) are designed based on what Pilot Kit educators actually report.

Where to read more

- **Project Orientation** at the project root — full project orientation
- **the Pacing Guide** — alternative pacings for your setting
- **the Standards Alignment Matrix** — full standards alignment for administrators or ESA reviewers
- **Pilot_Assessment** and **Pre_Post_Assessment** — portfolio rubrics and optional learning-gain measure
- **Annotated_Sample_Portfolio** — one complete fictional student portfolio with teacher annotations
- **Cumulative_Glossary** — student-facing vocabulary reference across all five lessons
- **Lesson 1 Teacher Edition** — the first lesson, ready to teach

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Contact and questions

CivicOS Labs · civicoslabs.com

For questions during your pilot, contact CivicOS Labs through the website. A formal FAQ for Teachers is planned for the full curriculum (Phase 2 nine-week module / Phase 3 full-year edition); during the Pilot Kit phase, direct contact is the right channel.

IT Approval Checklist

For school IT administrators evaluating whether the Florida Pilot Kit is compatible with institutional technology policies.

This checklist exists to make IT approval conversations short. It documents exactly what the curriculum requires, what it does not require, and how it handles common IT concerns. The curriculum's no-install default delivery is designed to require no infrastructure changes; whether your specific institutional setup needs any adjustments is a determination for your IT team to make against the items below.

Default delivery requirements

The Pilot Kit's default delivery requires:

- **A teacher device** with browser access (any modern computer running Chrome, Safari, Firefox, or Edge)
- **Class display** for teacher demonstration (projector, smart board, or large monitor)
- **Student devices** for some activities (Chromebooks, tablets, laptops; activities can also be completed on paper if devices are not available)
- **Browser-based AI access** on the teacher device for demonstrations (see "AI Service Access" below)
- **Internet connectivity** for the teacher device (most lessons benefit from connectivity but do not strictly require it; offline alternatives are documented in each lesson)

Not required:

- ❌ Local installation of any AI software on student or teacher devices
- ❌ Administrative privileges on student devices
- ❌ Student accounts on commercial AI platforms
- ❌ Specialized hardware
- ❌ Server-side software installation
- ❌ Network configuration changes
- ❌ Data sharing agreements with AI vendors (when using the no-install default)
- ❌ Curriculum-side telemetry or data collection (the curriculum does not collect any student data)

AI service access for teacher demonstration

Several lessons benefit from teacher demonstration of an AI service for the class to observe. The curriculum's recommended default for the demonstration moment is, in priority order:

1. **An AI tool already approved for use by your district or school.** If your district has adopted, vetted, or licensed a specific AI service (whether a commercial platform, an educational AI service, or an institutional account with a major provider), use that. This is the most compliance-clean path.

2. **Pre-prepared example AI outputs from the Teacher Edition.** Each lesson includes pre-prepared materials specifically designed to substitute for live demonstration. The learning objectives are fully achievable using these materials with no live AI access at all. For schools without district-approved AI access or where AI demonstration is not permitted by current policy, this is the recommended path.

3. **Browser-based commercial AI services as illustrative examples only**, where institutional policy permits:

    - ChatGPT (OpenAI) — chat.openai.com
    - Claude (Anthropic) — claude.ai
    - Gemini (Google) — gemini.google.com
    - Copilot (Microsoft) — copilot.microsoft.com

    Whether teacher demonstration of any specific commercial AI service is permitted in your school is a determination for your district's IT and curriculum policies, not an assumption the curriculum makes. Some districts permit broad teacher AI demonstration; others restrict it to specific approved tools; some prohibit it entirely. The curriculum is designed to work in any of these settings.

Considerations regardless of approach: - If your district has any approval process for AI tool use in instruction, follow it before the pilot begins - Teacher accounts on commercial AI services are subject to the platform's terms of service; institutional review for educational use compliance is your district's responsibility - Student observation of teacher demonstration does not require student accounts - If using the prepared-output path (text-described example AI responses, projected directly or converted to screenshots), the lessons reach all stated learning objectives; only the dynamism of live demonstration is lost

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Optional extension track (local AI installation)

For schools or families that want to support deeper student learning, an optional extension track involves installing local AI software (Ollama) on student devices. This is **not part of the core curriculum** and is **not required** for any pilot lesson.

If your school chooses to support the extension track: - Installation requires administrative privileges on student devices - Disk space requirement: approximately 5–15 GB per device for AI model files - One-time download requirement: AI model files are 4–9 GB depending on which model is installed - After installation, no internet connection is required for AI use - See *The Open Source Student* (Foundation Edition) for full installation documentation

If your school cannot or does not want to support the extension track: the core curriculum delivers full learning objectives without it.

Network and bandwidth requirements

Default delivery (no-install path): - Teacher device: needs internet for AI service demonstration when used - Student devices: do not require live internet for the core lesson activities - Bandwidth: a single AI service browser tab uses minimal bandwidth (similar to any other web service) - No streaming video required (the curriculum does not use video as primary instructional medium)

Extension track (local installation): - One-time download of 4–9 GB per device for the AI model - After download, no internet required - Suggest scheduling extension-track installations during off-peak hours if doing many at once

No-internet contingency: - All core lessons can be completed using offline materials (printed Student Edition, prepared example AI outputs, paper activities). **Note for Lesson 5:** the Civic Tech Mini-Project's source-finding step recommends live student internet for direct access to government websites; in a no-internet setting, the educator pre-curates a Source Packet (printed government documents, news articles, advocacy materials) for each candidate issue. The Source Packet path adds preparation time the day before but preserves the lesson's substantive learning objectives. - Offline alternatives are documented in each lesson's Teacher Edition under "No-install adaptation notes"

Student data and privacy

The curriculum is designed to minimize student data exposure:

- **No student accounts required** on commercial AI platforms in the core path
- **No curriculum-side data collection** — CivicOS does not collect any student data through the curriculum
- **No telemetry, analytics, or tracking** in the curriculum materials
- **Student work stays local** — student writing, projects, and reflections are produced in your school's normal academic environment (Google Classroom, Microsoft Teams, paper notebooks, whatever your school uses)
- **Parent communication template provided** — proactive transparency with families about what the curriculum involves

When teacher demonstration of an AI service is used: - Teacher's queries to the AI service are subject to that service's privacy policy - Student information should not be entered into the AI service during demonstration (the Teacher Edition specifies what queries to use) - The Data Privacy Statement provides full documentation

FERPA compliance: - The curriculum does not collect, store, or transmit student records - Schools can use the curriculum without altering existing FERPA-compliant student data practices - See the Data Privacy Statement for full documentation suitable for compliance reviews

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Accessibility

The curriculum is designed for accessibility:

- **Screen reader compatible** — all curriculum materials are formatted as standard Markdown text, which works with major screen readers
- **No essential information conveyed only by color** — all visual elements have text equivalents
- **Keyboard navigation** — all activities can be completed with keyboard input
- **Multiple modalities** — most lessons offer auditory, visual, and kinesthetic options
- **IEP/504 accommodation support** — explicit differentiation guidance for common accommodation categories

See the Accessibility Statement for full documentation.

IT approval checklist (for sign-off)

If your IT review process requires checkbox sign-off, the items below summarize what the curriculum's default delivery requires and what it does not. The curriculum's structural design is documented; whether the implementation as a whole meets your institution's specific policies is a determination for your IT and compliance team in their context.

Default delivery — curriculum design summary (for IT review): - Teacher device with browser access required (curriculum-side: no further requirement) - Teacher access to an AI service for demonstration: optional and policy-dependent (curriculum supports operation without live AI access via prepared example AI outputs) - No student device installations required by the curriculum - No student accounts on commercial AI services required by the curriculum - No curriculum-side data collection (curriculum has no servers, no telemetry, no analytics) - No new network configuration changes required by the curriculum - Curriculum-side FERPA exposure: none (curriculum does not collect, store, or transmit student records)

Items requiring district determination: - Whether your district's existing AI use policies cover teacher demonstration of an AI service in this curriculum's context - Whether commercial AI services (if used during teacher demonstration) align with your district's vendor and data agreements - Whether the curriculum's implementation in your specific setting satisfies your district's compliance requirements as applied - Whether the optional installation extension track is acceptable under your district's device-management policies

Optional extension track — curriculum design summary (only if school is choosing to support student local installation): - Administrative privileges on participating student devices required for installation - Approximately 5–15 GB disk space required per participating device for AI model files - One-time bandwidth required for 4–9 GB download per device - Ollama (https://ollama.com) is the recommended local AI runtime for the extension track; whether it is acceptable for your district is a separate determination

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Approval recommendation

The default Pilot Kit delivery requires no curriculum-side installations, no student accounts, no curriculum-side data collection, and no network changes from the curriculum itself. For most Florida schools, this means IT review of the curriculum can be straightforward, with the substantive policy questions focused on which (if any) third-party AI services are used in connection with the curriculum.

The optional extension track requires more IT involvement and more district policy review. We recommend reviewing the default delivery first, running the pilot if approved, and revisiting the extension track only if there is interest after the pilot.

Questions and contact

For IT-specific questions during your review, contact CivicOS Labs through civicoslabs.com. Include your school name, the specific concern, and any relevant institutional policy text. Response time during business hours is typically within one business day.

Parent / Guardian Letter — Template

Adaptable letter for educators to send to families before beginning the Florida Pilot Kit.

This template is designed to communicate proactively with parents and guardians about what their student will be learning, why it matters, and how they can support the work at home. Most family concerns about AI in the classroom come from lack of information; transparent communication up front prevents most of those concerns from becoming problems.

Educators should adapt this letter to their setting (school, microschool, homeschool co-op, library program). Replace bracketed text with your specifics.

TEMPLATE LETTER

Dear Parents and Guardians,

Over the next [one week / two weeks / five weeks — pick your pacing], your student will participate in *The Open Source Student — Florida Educator's Edition*, a five-lesson curriculum on artificial intelligence (AI), responsible technology use, and applying technology to civic problem-solving.

I am writing to let you know what your student will be learning and why, so you can support the work at home and ask questions if you have any.

What your student will learn

The five lessons cover:

1. **What AI Is and Is Not** — what artificial intelligence actually is, what it can do well, and where it makes mistakes
2. **Verifying AI Answers With Sources** — how to check whether what AI tells you is accurate, by comparing it to real, reliable sources
3. **Media Bias, Claims, and Digital Persuasion** — how to think critically about information from any source — AI, news, advocacy, social media
4. **Privacy, Ethics, and Academic Integrity** — using AI responsibly in school work and personal life; understanding what is and is not appropriate
5. **Civic Tech Mini-Project** — a short project where your student researches a real local or state issue using everything they have learned

By the end of the curriculum, your student should be able to explain what AI is in their own words, demonstrate the habit of verifying AI claims against real sources, identify bias and missing context in information, articulate the ethics of using AI in their school work, and apply all of this to a real civic issue.

Why this matters

Whether through school-provided tools, free public platforms, or applications they discovered on their own, your student is almost certainly already encountering AI. The question is not whether they will use AI; the question is whether they will use it well.

Students who understand AI — what it is, how it works, where it fails, and how to verify what it tells them — make better decisions about when to rely on it and when to think for themselves. Students who do not understand AI tend to either trust it too much (treating its output as authoritative when it is not) or avoid it entirely (missing legitimate uses for learning). This curriculum is designed to produce the first kind of student.

How AI is being used in the classroom

In most lessons, the teacher demonstrates AI on a single classroom screen while students observe and discuss. Students do not need their own AI accounts for the core lessons. When students do interact with AI directly during a lesson, it is for specific, purposeful activities (verifying a claim, analyzing an example, demonstrating responsible use), supervised, and within school policies.

The curriculum does **not** ask students to install AI software on their devices unless they choose to as an optional extension activity, and even then, only if your home setup supports it.

What you can do at home

You are welcome to read along with your student. The student materials are written primarily for grades 6 through 8. Grade 9 students may also use the materials as early-high-school transition or enrichment, but the Pilot Kit does not claim separate grade 9 benchmark alignment. If you would like to see what your student is reading, ask them to share their lesson materials with you.

You are also welcome to discuss AI with your student. Some questions worth asking:

- “What did you learn today about AI?”
- “Can you show me an example of AI being wrong about something?”
- “How would you check whether something AI told you is actually true?”
- “When do you think it is okay to use AI for school work, and when is it not?”

If your student is excited about a particular topic from the curriculum, follow that interest. If they have concerns or questions you cannot answer, those are exactly the kinds of things worth bringing to me.

Privacy and data

The curriculum does not collect any data from your student. Their writing, their projects, and their reflections stay in our normal classroom systems (the same systems we already use for any class). When the teacher demonstrates AI services in class, we do not enter your student’s personal information.

Academic integrity

Lesson 4 specifically addresses the question of when AI use is appropriate in school work and when it is not. Your student will learn that getting help understanding a concept is fine; having AI write an essay you submit as your own is not. They will also learn how to disclose AI use when they do legitimately use AI in their work,

which is the responsible practice this curriculum models.

If you have specific concerns about how AI is being used in your student's other classes, those concerns are best addressed with those teachers; this curriculum addresses the principles broadly.

If you have concerns

I welcome your questions. Please reach out to me directly at [your email / phone / preferred contact].

If, after reviewing this information, you would prefer your student not participate in particular activities, please let me know and we can discuss accommodations. The curriculum is built to support a wide range of family preferences about AI exposure.

What happens at the end

When the pilot is complete, your student will have produced a portfolio of work including an AI Concept Map, a Source Verification Log entry, a Media Analysis, an AI Use Disclosure, and a Civic Issue Brief. These artifacts demonstrate what your student learned and can be shared with you. I will share the portfolio when the curriculum concludes.

Your student will also have practiced civic technology literacy — the ability to use technology in service of evidence-based, responsible engagement with public issues. This is a skill that serves them well beyond AI specifically, and it aligns with the broader civic literacy goals that Florida schools and families have prioritized.

Thank you for partnering with us on this. AI is changing what it means to be educated; helping students become capable, ethical users of these tools is some of the most important work we are doing right now.

Sincerely,

[Your name] [Your role / title] [Your contact information] [Your school / microschool / homeschool / program]

ADAPTATION NOTES FOR EDUCATORS

For homeschool families: the letter is essentially redundant if you are teaching your own children — but a similar communication may be useful when sharing the curriculum with co-op partner families or when documenting your educational program for portfolio review.

For microschool facilitators: customize the letter to reflect your microschool's specific structure, parent communication norms, and AI use policies.

For classroom teachers: consider sending this letter as part of your normal back-to-school or quarterly communication. If your school requires administrator review of communication about new curriculum, the letter has been written with administrator review in mind; adapt to your district's specific communication requirements and language conventions.

For library media specialists: adapt the letter for the library program context (you may not have ongoing relationship with families the way classroom teachers do); a shorter version focused on the program's structure may be more appropriate.

Optional add-ons: - Specific dates the curriculum will run - A QR code or link to the Pilot Kit's main README for parents who want more detail - A specific opportunity for parents to attend a brief overview session if your setting permits

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Student AI Use Agreement

A short agreement clarifying responsible AI use expectations for students participating in the Florida Pilot Kit.

This document is designed to be signed by the student and a parent/guardian before the curriculum begins. It serves three purposes: it makes responsible-use expectations explicit; it gives students an opportunity to engage with the ethics framework before encountering it formally in Lesson 4; and it gives parents transparency about what the curriculum asks of their student.

Educators may use this agreement as written, modify it for their setting, or use their school's existing AI use policy if one is already in place.

STUDENT AI USE AGREEMENT — TEMPLATE

I am participating in *The Open Source Student — Florida Educator's Edition* curriculum. As part of this curriculum, I will learn about artificial intelligence (AI), how to use AI well, and how to be responsible when I use it.

This agreement explains what is expected of me when I use AI in this curriculum and in my school work generally.

What I agree to do

I will use AI to help me learn, not to replace my learning.

When I use AI for school work, my goal is to understand the material better, not to skip understanding it. If AI explains a concept, I make sure I can explain it back in my own words. If I cannot explain it, I have not actually learned it yet.

I will verify what AI tells me.

I understand that AI can be confidently wrong — it can produce plausible-sounding answers that are not accurate. When I rely on a fact AI gives me, I will check it against a real source (textbook, reliable article, expert, official document) before treating it as true.

I will be honest about how I used AI.

If I use AI to help me with school work in ways my teacher allows, I will disclose that use when expected to. I understand that using AI without disclosure when disclosure is required is academic dishonesty, the same as having someone else do my work for me.

I will follow my school's specific AI policies.

I understand that different teachers and different assignments may have different rules about AI use. When I am not sure, I will ask my teacher before using AI. If my school's policy is more restrictive than what this curriculum allows, I will follow my school's policy.

I will not use AI to do work I should be doing myself.

If a teacher assigns me to write an essay, I will write the essay. If a teacher assigns me to solve math problems, I will solve them. AI may help me understand or check my work, but the work itself is mine.

I will protect privacy — mine and others'.

I will not type personal information about myself (full name, address, school, family details, financial information, health information, account passwords) into AI services. I will not type personal information about other people (classmates, family members, teachers) into AI services. I understand that what I type into commercial AI services may be stored on company servers and is not private.

I will treat AI as a tool, not as an authority.

AI is good at language tasks but cannot tell when it is wrong. I will not rely on AI for medical advice, legal advice, mental health support, or other situations where being wrong could hurt me or someone else. For those situations, I will talk to a real person who knows me — a parent, doctor, counselor, or other trusted adult.

What my school agrees to provide

The school / educator agrees to:

- **Teach me what responsible AI use looks like** through the curriculum's lessons
- **Be clear about when AI use is and is not permitted** for specific assignments and contexts
- **Treat me fairly when I disclose AI use** that the school's policy allows; I will not be penalized for honest disclosure of permitted use
- **Protect my privacy** by not entering my personal information into AI services on my behalf
- **Help me when I am confused** about whether a particular use is appropriate

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What this agreement does not do

This agreement is about responsible use of AI. It does not:

- Forbid me from using AI for homework when my teacher permits it
- Suggest that AI is bad or that I should avoid it
- Replace my school's existing technology use policies (those still apply)
- Override my parents' or guardians' instructions about AI use at home

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Consequences for violations

If I violate this agreement:

- **Honest mistake** (for example, forgetting to disclose AI use on a specific assignment): a conversation with my teacher about what I should have done. Specific consequences are determined by my school's academic integrity policy — but educators are encouraged to distinguish honest mistakes from patterns of misuse, and honest disclosure is consistently treated more constructively than concealment.
- **Pattern of misuse** (for example, repeatedly submitting AI-generated work as my own): my teacher will follow my school's standard academic integrity policy; consequences are the same as for any academic integrity violation
- **Privacy violation** (for example, entering classmates' personal information into an AI service): my teacher will address this directly per school policy; consequences may include a conversation with my parents and follow-up about what I have learned

The goal of this agreement is not punishment; it is helping me learn to use a powerful tool responsibly. If I make mistakes, I am expected to learn from them, the same way I would with any other learning.

Signatures

Student: I have read this agreement and understand what I am agreeing to. I will do my best to follow it.

Student name (printed): _____

Student signature: _____

Date: _____

Parent / Guardian: I have read this agreement and understand what my student is agreeing to. I support the curriculum's approach to teaching responsible AI use.

Parent / Guardian name (printed): _____

Parent / Guardian signature: _____

Date: _____

Educator: I have shared this agreement with the student and answered any questions they had.

Educator name (printed): _____

Educator signature: _____

Date: _____

ADAPTATION NOTES FOR EDUCATORS

Use as-is: for most settings, this agreement works without modification.

Modify for your setting: if your school has existing AI policies, integrate the relevant language. If your school uses a different academic integrity framework, adjust the consequences section accordingly.

Skip if you have an existing policy: if your school already has a comprehensive student AI use agreement that covers this ground, use yours instead. The point is that students engage with responsible-use expectations explicitly before the curriculum begins.

For homeschool settings: the agreement is still valuable as a way to make expectations explicit between parent and student, even though formal "agreement" structure may feel unusual in a family context. Adapt the formality to fit your family's normal practices.

For library or after-school program settings: the agreement may be too formal for a casual program. Consider extracting the key points into a one-page handout that students keep with their materials.

A note on consequences

The agreement's consequences section is deliberately graduated — honest mistakes get conversation, patterns of misuse get policy enforcement. This reflects the reality that students learning a new skill (responsible AI use is a new skill) will make mistakes, and that those mistakes are mostly learning opportunities. Treating every honest disclosure mistake as a major academic integrity violation discourages the disclosure habit the curriculum is trying to build.

If your school's academic integrity policy requires more punitive responses to certain violations, follow the school policy — but consider explicitly distinguishing between honest mistakes and patterns of misuse in how you communicate with students. A student who feels they will be punished for honesty will hide their AI use; a student who feels they will be helped by honesty will disclose. The second outcome is the one that supports actual learning.

Accessibility Statement

Documentation of how *The Open Source Student — Florida Educator's Edition* supports accessibility for diverse learners.

This statement is suitable for institutional review, ESA documentation, and IEP / 504 planning conversations. It documents the design choices that make the curriculum work for students across a range of accessibility needs.

Design principles

The curriculum is designed around three accessibility principles:

1. **Multiple modalities by default** — most lessons offer visual, auditory, and kinesthetic options so students can engage in the way that works best for them
2. **Differentiation is built in, not added on** — every lesson includes explicit support for common accommodation categories (ADHD, dyslexia, autism, ELL, anxiety) within the Teacher Edition
3. **No-install default delivery** — the curriculum works without specialized software or device configurations, removing one common barrier to access

These principles flow through every lesson in the Pilot Kit and will continue through the full curriculum.

Format and technology accessibility

Document format: All curriculum materials are formatted as standard Markdown text. This format: - Is fully compatible with major screen readers (JAWS, NVDA, VoiceOver, Narrator) - Renders cleanly in plain text, HTML, PDF, and other formats without loss of essential content - Has no proprietary dependencies - Can be re-formatted by users with specific accessibility needs (font size, contrast, line spacing, etc.) without losing meaning

Visual content: No essential information is conveyed only by color, image, or layout. Wherever the curriculum uses visual elements (tables, suggested screenshots, diagrams), the same information is also expressed in text.

Keyboard navigation: All curriculum activities can be completed using keyboard input alone. No activity requires mouse-only interaction or other input methods that would exclude users relying on keyboard, switch, or assistive technology.

Audio support: While the curriculum does not include native audio, all readings can be processed by text-to-speech tools (built into all major operating systems and web browsers, available free). The curriculum's straightforward text formatting works well with TTS engines.

Language: Curriculum text is written at Florida B.E.S.T. ELA grades 6–8 reading level (Lexile ~1100L), with technical vocabulary explained on first use. The Teacher Edition includes vocabulary pre-teaching strategies for students whose reading level varies.

Support for IEP / 504 accommodation categories

The Teacher Edition for each lesson includes Differentiation Notes covering the most common accommodation categories Florida educators encounter:

Attention and executive function (ADHD, executive function challenges)

- Lessons broken into shorter activity segments
- Clear, sequential instructions with checkboxes
- Built-in movement-break suggestions between segments
- Visual timers and pacing supports
- Reduced visual clutter on student handouts
- Extended time options for assessments built into the rubric

Reading and language (dyslexia, language processing)

- All curriculum materials screen-reader compatible
- Audio-friendly format (works with text-to-speech)
- Larger-font printable variants available on request
- Visual organizers (concept maps, flowcharts) as primary content delivery option for some lessons
- Alternative assessment formats (oral, demonstrative, project-based) available for written assessments
- Reduced reading load alternatives for newcomer or extreme-need students

Autism spectrum

- Predictable lesson structure (same components in the same order every lesson)
- Explicit social expectations for group work
- Clear transition signals between activities
- Sensory-friendly activity adaptations
- Special-interest connections (the AI subject matter itself is often a strong area of interest for many autistic students)
- Quiet alternative work options when group discussion is overwhelming

Anxiety and emotional regulation

- Low-stakes practice opportunities before formal assessments
- Multiple ways to demonstrate understanding (oral, written, visual, project)
- Privacy options for self-check work (students can complete privately rather than publicly)
- Discussion participation alternatives (written response, partner sharing, small group, large group — student chooses)
- No surprise assessments; all assessment timing is communicated in advance

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English Language Learner (ELL) support

The curriculum is designed to be accessible to ELL students at multiple proficiency levels:

- Teacher Edition vocabulary notes flag English-Spanish cognates where useful for ELL students (educator-facing reference; cognates are not surfaced in the Student Edition by default)
- Visual representations of key concepts (diagrams, infographics, screenshots)
- Sentence frames and language scaffolds for written responses
- Discussion partner protocols (pair with bilingual peers when possible)
- Multilingual glossary appendix planned (full curriculum includes Spanish translations of key vocabulary; pilot includes Spanish cognate notes)
- Reduced reading load alternatives for newcomer ELL students
- Explicit guidance to teachers on supporting ELL students through each lesson

The curriculum's reading level (~1100L) is challenging for newcomer ELL students and may require additional scaffolding; the Teacher Edition documents specific scaffolding strategies for each lesson.

Gifted and twice-exceptional support

For students who need acceleration or additional challenge:

- Extension Options listed in every Teacher Edition lesson
- Connections to *The Open Source Student* (Foundation Edition) for deeper independent reading
- Optional installation extension track for hands-on technical work
- Civic Tech Mini-Project (Lesson 5) supports independent project work at varying depths
- Twice-exceptional students get the acceleration of the Extension Options combined with the accommodations from the Differentiation Notes — both supports apply simultaneously

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Technology access variation

The curriculum is designed for the realities of varied home and school technology access:

- **Full home access (laptop + reliable internet):** standard pacing
- **Shared family device:** activities work in 30-minute blocks; one student at a time
- **Library-only or school-only access:** the Pacing Guide includes library/after-school options, including a five-week after-school pacing where each lesson fits a single 60-minute lab block
- **Limited or unreliable internet:** offline-capable activities for lessons that don't strictly require live AI access
- **No personal computer:** class-wide demonstration model; project work shifts to in-class lab time

No student is excluded from the curriculum by their technology access at home.

What the Pilot Kit does NOT yet have

Honest disclosure: the Pilot Kit is a working draft. Some accessibility features planned for the full curriculum are not yet present:

- **Native multilingual versions** — the Pilot Kit is in English; full Spanish translation planned for Phase 3
- **Native audio recordings** — the Pilot Kit relies on text-to-speech rather than including pre-recorded narration
- **ASL video versions** — not in the Pilot Kit; planned for Phase 3 if pilot adoption demonstrates need
- **Braille-formatted versions** — not in the Pilot Kit; can be produced from the Markdown source by Braille translation services as needed
- **Accessibility audit by certified specialists** — Pilot Kit accessibility design is best-effort; formal accessibility audit planned before Phase 3 publication

For pilot use, these limitations are usually acceptable. Educators with students who need specific accommodations not yet in the Pilot Kit are encouraged to share that need through the Pilot Feedback Form so it can be incorporated into the full curriculum.

Compliance posture

The curriculum is designed to support compliance with:

- **Section 504 of the Rehabilitation Act** — accommodation support documented and built into curriculum design
- **IDEA (Individuals with Disabilities Education Act)** — IEP-relevant accommodations supported
- **ADA (Americans with Disabilities Act)** — accessibility design choices align with ADA principles for educational materials
- **Florida-specific accessibility requirements** for instructional materials (per FDOE guidelines for adopted curriculum)

Schools using this curriculum should follow their normal IEP / 504 / accommodation processes for individual students. The curriculum's Differentiation Notes provide specific guidance educators can integrate into student-specific accommodation plans.

Contact for accessibility questions

For accessibility questions during your pilot — including questions about specific accommodations not addressed above, requests for alternate formats, or feedback on accessibility limitations you encounter — contact CivicOS Labs at civicoslabs.com.

Pilot adopters are explicitly invited to flag accessibility gaps. Real classroom feedback is what makes accessibility design better; we want to hear what does not work.

Data Privacy Statement

Documentation of how *The Open Source Student — Florida Educator's Edition* handles student data and privacy.

This statement is suitable for institutional review, FERPA compliance documentation, and parent communication. It documents what data the curriculum collects (essentially nothing), what data exposure is possible during normal use, and how to minimize that exposure.

What the curriculum collects

The curriculum itself collects no student data. None.

CivicOS Labs, LLC does not collect, store, transmit, or process any student information through the Pilot Kit materials. There is no telemetry. There is no analytics. There are no tracking pixels. There are no cloud-side dashboards collecting how students interact with the materials.

The curriculum is published as standard text files (Markdown). Students read them, work in them, and produce written work — and all of that activity stays within whatever academic environment the school or family already uses (Google Classroom, Microsoft Teams, Schoology, paper notebooks, etc.). The curriculum has no infrastructure that talks to anyone.

This is not just a policy statement; it is a structural fact. The curriculum has no servers, no APIs, no backend. There is nothing the curriculum could collect even if we wanted to.

What data exposure is possible during normal use

While the curriculum itself collects no data, several lessons involve interaction with **commercial AI services** (ChatGPT, Claude, Gemini, Copilot, etc.) for teacher demonstration. Those services have their own data practices, which apply during the demonstration.

Teacher demonstration of AI services:

When the teacher demonstrates an AI service in class, the teacher's queries to that service are subject to the service's privacy policy. This is the same privacy exposure that applies whenever the teacher uses the service for any purpose. The lesson's design specifically minimizes any possibility of student information being entered into the AI service:

- The Teacher Edition specifies what queries to use during demonstration
- None of the demonstration queries require entering student names, school information, or any student-specific data
- Students observe the demonstration; they do not interact directly with the commercial AI service during the lesson

Student interaction with AI services:

Some optional activities allow students to interact with AI services directly. When this happens:

- It is at the school's discretion based on existing school policy about AI access
- Students should not enter personal information (their full name, address, school, family details, financial information, health information, account passwords) into AI services
- Students should not enter information about other people (classmates, family members, teachers) into AI services
- The Student AI Use Agreement (in this packet) makes these expectations explicit

If your school's policy prohibits student interaction with commercial AI services entirely, the Pilot Kit can still be taught fully — every lesson includes pre-prepared example AI outputs (described in detail in the Teacher Edition's No-Install Adaptation Notes, ready to be projected as text or converted to actual screenshots) that substitute for live AI interaction.

Optional installation extension:

If your school chooses to support the optional installation extension track, students install AI software (Ollama) on their own devices. When using local AI:

- Queries and responses stay on the student's own device
- No data is sent to any external service
- The privacy properties are essentially identical to using a word processor on your own computer

This is one of the curriculum's underlying arguments — local AI provides better privacy than cloud AI. The optional installation extension is the most privacy-protective option for students who can pursue it.

FERPA considerations

The curriculum's design supports FERPA review by school compliance teams. Specifically:

- The curriculum itself collects no student educational records and operates no infrastructure that would create or store such records
- The curriculum is a published text resource (functionally similar to a textbook or printed instructional material), not a software platform with its own data systems
- Student work produced through the curriculum (writing, reflections, projects, portfolio artifacts) is governed by your school's existing student-records policies, the same as any classwork
- Adoption of the curriculum does not require changes to your school's existing FERPA-compliant student data practices

FERPA compliance is ultimately determined by the school or district's compliance team based on how the curriculum is implemented in their specific context, including how any third-party AI services accessed during lessons are governed by district vendor agreements. The structural fact that the curriculum itself has no infrastructure to collect or store student data is the most relevant point for compliance review.

Florida student privacy considerations

The curriculum's design is consistent with Florida's general framework on student data privacy:

- The curriculum itself does not collect student data and does not function as a vendor with student-data access
- Florida laws governing how educational vendors collect and share student information do not impose new obligations on a curriculum that does not collect such information
- District-level student privacy policies remain the governing framework for any third-party services (commercial AI platforms, learning management systems, etc.) that may be used in connection with the curriculum

Because the curriculum collects no student data, alignment with Florida student privacy expectations is straightforward at the curriculum level. Compliance with specific Florida statutes and district policies as applied to your implementation is appropriately a matter for your school's compliance team and IT administrator to determine in their context.

Recommendations for educators

If you are running the Pilot Kit, these practices keep student privacy protected:

Before you begin: - Verify whether your school's existing AI use policies cover teacher demonstration of AI services in class. Florida district policies on this vary; do not assume coverage - If your school requires parent notification before AI is used in instruction, send the Parent / Guardian Letter (also) - Have students review and sign the Student AI Use Agreement (also)

During lessons: - Use the Teacher Edition's specified demonstration queries; they are designed to require no student information - If students interact with AI services directly during a lesson, supervise the interaction - Remind students of the AI Use Agreement's privacy expectations before any student AI interaction

After lessons: - Student work (their writing, their reflections, their projects) is part of your normal academic environment; it is not sent anywhere by the curriculum - If you publish or share student work (for celebration, portfolio review, etc.), follow your school's normal student work publication policies

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Recommendations for families using ESA / Family Empowerment Scholarship funds

For families using state scholarship funds:

- The curriculum's no-data-collection design supports straightforward eligibility documentation (no third-party data sharing concerns)
- The Student AI Use Agreement provides documented evidence that the family has explicit conversations about responsible AI use as part of the curriculum

- The curriculum's privacy properties are part of what makes it suitable for ESA-funded educational use

See the ESA Documentation Guide (also) for application-specific guidance.

What if you have privacy concerns we haven't addressed?

Privacy in AI-adjacent education is an active conversation, and we welcome questions. If your school's compliance team, your IT administrator, or a concerned parent has a privacy question this statement does not answer, contact CivicOS Labs through civicoslabs.com with the specific concern.

Common questions we are happy to address: - Specific compliance reviews (your district's vendor approval process, etc.) - Specific institutional policies (whether the curriculum aligns with your school's specific AI use policy) - Parent concerns about specific lessons or activities - ESA program questions about data and privacy documentation

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A brief note on the broader privacy argument

One of the curriculum's substantive arguments — explored most directly in Lessons 2 and 4 — is that students should think carefully about what information they share with commercial AI services. The curriculum models this in its own design: by collecting no data, by using teacher demonstration as the default delivery, by reserving direct student AI interaction for specific supervised activities, and by treating the optional local-installation extension as the most privacy-protective option.

The curriculum's privacy practices are part of the curriculum's content. Students learn responsible privacy practices in part by experiencing a curriculum that practices them.
