

INDIVIDUAL ACTION

STUDENT AI PLAYBOOK

Read the rule, protect the information, verify the result, disclose material assistance and own the final work.

Secondary and postsecondary students using AI in coursework, projects, career preparation or personal learning.

READ

Confirm the rule, permitted purpose and approved tool.

VERIFY

Check sources, calculations, code and material claims.

DISCLOSE

Explain material assistance and own the final work.

MISSISSIPPI ARTIFICIAL INTELLIGENCE NETWORK (MAIN)

MISSISSIPPI'S STATEWIDE AI INITIATIVE | MAINMS.ORG

START HERE

USE AI ONLY WHERE ALLOWED. OWN YOUR WORK.

Decide whether and how to use AI, verify the result, disclose material assistance and submit work the student can explain and defend.

WHO SHOULD USE THIS

Secondary and postsecondary students using AI in coursework, projects, career preparation or personal learning.

WHAT YOU WILL PRODUCE

A defensible submission record containing permission, verification, disclosure and retained process evidence.

KEEP THESE BOUNDARIES

The playbook does not grant permission where a course or institution has not. Responsibility and judgment do not transfer to the tool.

BEFORE YOUR NEXT SUBMISSION

01 **Read the assignment rule**

Confirm what AI assistance is allowed; ask your instructor if it is unclear.

02 **Protect your information**

Use approved tools and keep private or confidential information out.

03 **Check the result**

Verify sources, calculations and code, and explain your reasoning yourself.

04 **Show your contribution**

Follow disclosure and citation requirements and keep useful process evidence.

Built on Mississippi’s Statewide AI Framework

The Mississippi Statewide AI Framework (August 2026) is the foundation for this playbook. It supplies shared priorities and a learning progression; this playbook applies them to student learning, coursework and career preparation. Both are voluntary. Applicable law, adopted standards and institutional authority remain controlling.

Read the August 2026 Statewide AI Framework (PDF)

Learning progression. High school and postsecondary entry points, adapted to the actual assignment. These activities support progression; completing a checklist does not establish a level.

Five priorities in practice

Use an approved, accessible learning route (1); verify and disclose assistance (2); protect personal and course information (3); practice skills you can explain and transfer (4); judge learning from evidence rather than use counts (5).

Priority numbers refer to literacy and access (1), ethics and critical thinking (2), privacy and governance (3), workforce readiness (4), and strategic alignment and measurable outcomes (5).

Selected Framework domains, practice and evidence

Framework domain	Practice and evidence to retain
1. AI Foundations and Conceptual Understanding	Explain why a fluent answer may be wrong; identify a limitation before relying on it.
2. Data Literacy and Data Stewardship	Use only permitted information; record the assignment and account boundary.
3. Critical Evaluation of AI Outputs	Open sources, recalculate and test; retain an error, correction and supporting evidence.
8. Human Agency, Judgment, and Restraint	Do the required thinking and defend the final work; retain your reasoning and disclosure.

Keep the shared human-review boundary

Apply the Framework's human-review triggers (p. 35) before action: assessment or credentials; financial allocation or compensation; health or physical safety; discipline or employment; legal or compliance content; and sensitive or protected information. Its additional agent triggers cover autonomous system-of-record changes; persistent memory; tool access, credentials or external transactions; handoffs in safety-critical, regulated or student-facing processes; missing stop conditions or logged escalation to a named human owner; and institutional responses to synthetic media about identifiable people. Product or pilot approval does not replace action-specific review. Review the system and access before enabling them; review each proposed system-of-record change before execution. Advance permission cannot waive these triggers.

Use evidence within its limits

Use the crosswalk to select practice and retain observable evidence. It is MAIN's implementation mapping, not a validated proficiency test, credential or certification. Local rubrics and pilot measures alone do not establish statewide proficiency or causal impact. Recheck alignment when the Framework changes; record the edition, local owner and next review.

Source: August 2026 Framework, pp. 5-7 (priorities), 14-30 (domains and progression), and 35-37 (review, measurement and maintenance).

01 HOW SHOULD STUDENTS USE AI?

INDIVIDUAL ACTION / SECTION 01

The short answer

Use AI as a learning aid, not a substitute for learning. Check the course rule before you begin, protect private information, ask the tool to help you practice or see alternatives, verify its claims, disclose or cite use when required, and submit only work you understand and can explain.

Your decision path: Name the task and skill you need to practice; check the rule, tool and information; try only permitted help; verify against real sources or your own work; keep, revise, or discard the result and disclose use as required; then ask whether it actually helped you learn. If the rule is unclear or the output cannot be checked, pause and ask your instructor. Discard output that invents evidence, exposes private information, or does required thinking for you.

Your instructor and institution set the rules for your course. This playbook is voluntary educational guidance; it does not replace a syllabus, assignment instructions, academic-integrity policy, accessibility process, professional standard, or law.

THE FIVE-QUESTION CHECK

1. Is AI allowed for this step?
2. Is this tool and account appropriate?
3. Is the information safe to enter?
4. How will I verify the result?
5. How must I disclose or cite the use?

SOURCE BASIS U.S. Department of Education AI guidance | FERPA

02 KNOW THE RULE FOR THIS ACTIVITY

INDIVIDUAL ACTION / SECTION 02

Read before you prompt

Do not assume one rule covers every course or every step. If instructions conflict or are unclear, pause and ask your instructor.

AI REQUIRED

Use the named tool or approved alternative and demonstrate the skill the assignment is designed to teach.

AI PERMITTED

You may use AI for stated purposes. Keep your own reasoning central and follow disclosure, citation, and verification rules.

AI LIMITED

AI is allowed for some steps but not others. Record the boundary before you start and preserve evidence of your process.

AI PROHIBITED

Complete the activity without AI. The purpose may be to measure your independent knowledge, writing, calculation, performance, or judgment.

Ask a precise question: “May I use [tool] for [specific step]? If yes, what should I disclose or cite, and what evidence of my own process should I submit?” Save the answer with the assignment instructions.

PRACTICE HELP, COURSE ACTIONS AND APPLICATIONS

An approved tutor asking practice questions can support your learning. An agent logging into a course, answering a discussion or submitting an assessment as you raises a separate permission question. Before connecting an account, check what the tool can read, change or submit and whether each action is allowed. Do not let it replace performance you must demonstrate yourself. Preserve approved accessibility supports and ask your instructor when the boundary is unclear.

Check new rules before reusing AI-assisted work in an application, portfolio, interview or credential assessment. Permission for coursework does not establish permission for another recipient. Cornell’s graduate-admissions rules illustrate this difference; they are not general rules for MAIN learners.

Stanford academic AI guidance · Cornell graduate-admissions AI guidance

SOURCE BASIS Stanford academic AI guidance | Cornell graduate-admissions AI guidance | U.S. Department of Education AI guidance | FERPA

03 SIX RESPONSIBLE STUDENT AI WORKFLOWS

INDIVIDUAL ACTION / SECTION 03

Practice more; outsource less

These patterns are starting points only when your course allows them. Give the minimum context needed, avoid private information, and compare outputs with course materials.

1. EXPLAIN AND QUESTION

Ask for two explanations at different levels, then answer follow-up questions without help.

Try: “Explain [concept] using an example, then ask me three questions one at a time. Do not give the answer until I respond.”

2. PRACTICE AND RETRIEVE

Turn your own notes into a practice set. Attempt it closed-book, then review mistakes against the original material.

Try: “Using only these notes, create five practice questions. Label anything the notes do not support.”

3. BRAINSTORM AND REVISE

Generate alternatives, choose with reasons, write your own draft, and request focused feedback rather than a replacement answer.

Try: “Ask me questions that help narrow my claim. Do not write the paper or invent sources.”

4. RESEARCH SUPPORT

Use AI to identify vocabulary, counterarguments, or search terms, not as your evidence. Find, open, evaluate, and cite the real sources.

Try: “Suggest search terms and likely source types. Do not fabricate citations or claim a source exists.”

5. CODING AND DATA

Ask for explanations, tests, or debugging questions. Run code only in an approved environment and verify logic, dependencies, licenses, security, and outputs.

Try: “Explain this error and propose tests. Do not change files, install packages, or use credentials.”

6. CAREER PREPARATION

Practice interviews or compare your experience with a job description. Never invent skills, achievements, employment, or credentials.

Try: “Ask behavioral interview questions based only on the experience I provide. Flag any unsupported claim.”

SOURCE BASIS U.S. Department of Education AI guidance | FERPA

04 WORKED METHOD: RESEARCH BRIEF FROM PERMISSION TO SUBMISSION

INDIVIDUAL ACTION / SECTION 04

ILLUSTRATIVE LEARNING WORKFLOW

Situation: a student must prepare a short research brief. The assignment permits AI for brainstorming search terms and counterarguments, but the student must find, open, evaluate, and cite the real sources and write the final analysis. Replace this example with the actual course rule.

Stage	Student action	Record to retain
Read	Copy the assignment-level AI status, allowed steps, prohibited steps, approved tools, and required disclosure into the work plan.	Assignment instructions and the question route for ambiguity.
Plan	Use the minimum necessary, nonprivate context. Ask for search vocabulary and competing lines of inquiry, not sources to cite or a finished answer.	Tool/version if known, date, purpose, and prompt or summary when required.
Research	Search independently; open each source; check author, publisher, date, scope, supporting passage, and whether a more authoritative primary source exists.	Source notes with direct links and the passage supporting each claim.

Stage	Student action	Record to retain
Verify	Separate fact, interpretation, and uncertainty. Recheck quotations, calculations, code, dates, and claims; identify what the tool omitted or assumed.	Verification log showing error found, correction made, evidence used, and final judgment.
Write	Develop the brief from the verified source record and the student's own reasoning. Do not fabricate experience, data, results, citations, or quotations.	Drafts or process evidence required by the course.
Disclose and submit	Name material assistance using the required format and confirm that the final work can be explained and defended without the tool.	Final disclosure and retained submission record.

ILLUSTRATIVE DISCLOSURE - ADAPT TO THE REQUIRED FORMAT

I used [tool and version, if known] on [date] to generate search terms and possible counterarguments, as permitted. I independently found and read the sources, checked each material claim against the cited passage, rejected unsupported suggestions, corrected [brief description], and wrote the submitted analysis. I take responsibility for the final work.

SUBMISSION GATE

- Proceed only if the rule is clear, the purpose is permitted, protected information was not exposed, every material source or result was verified, and the disclosure is complete.
- Ask before submission if the permission boundary, disclosure format, source use, account, accessibility, or required process evidence remains unclear.
- Stop and report promptly if private information, credentials, restricted assessment material, or unauthorized account access may have been exposed.

SOURCE BASIS U.S. Department of Education AI guidance | FERPA | CISA Secure Our World | U.S. Copyright Office AI initiative

05 AI CAN SOUND CONFIDENT AND STILL BE WRONG

INDIVIDUAL ACTION / SECTION 05

Trust needs evidence

Generated text may contain false claims, made-up citations, flawed calculations, insecure code, missing context, or biased assumptions. Verification is part of the work.

CLAIMS AND SOURCES

- Open every source; do not cite a link you have not read.
- Confirm author, title, date, publisher, and supporting passage.
- Prefer primary sources when possible.
- Separate fact, interpretation, and uncertainty.

MATH, DATA, AND CODE

- Redo important calculations.
- Check units, assumptions, missing values, and sample limits.
- Test normal, edge, and failure cases.
- Do not run unknown code with sensitive files, credentials, or excessive permissions.

MEANING AND FAIRNESS

- Compare against course materials and context.
- Look for stereotypes, missing perspectives, and unsupported certainty.
- Ask what evidence would disprove the answer.
- Escalate high-consequence questions to a qualified person.

Good verification is visible. Keep notes showing the source you checked, the error you found, the change you made, and the reasoning behind your final answer.

SOURCE BASIS NIST Generative AI Profile | U.S. Copyright Office AI initiative

06 PROTECT PRIVACY, ACCOUNTS, AND DEVICES

INDIVIDUAL ACTION / SECTION 06

Pause before uploading

Anything entered into an AI service may be stored or processed under that service's terms and your institution's agreement. Use an institution-approved account when provided and share only what the task requires.

DO NOT ENTER

- Passwords, recovery codes, API keys, or security answers
- Government IDs, financial, health, or accommodation information
- Private messages or another person's personal information
- Exams, answer keys, confidential work, or proprietary data
- Unpublished research or restricted course materials without permission

SAFER ACCOUNT HABITS

- Use a unique password and multi-factor authentication.
- Review privacy, sharing, memory, history, and training settings.
- Remove unnecessary chat history or connected data when allowed.
- Do not approve unexpected login or tool-access requests.
- Report a suspected exposure promptly.

AGENTS AND CONNECTED TOOLS

- Check exactly what an AI tool can read, change, send, buy, or delete.
- Grant the least access and shortest duration possible.
- Preview actions before approval.
- Do not connect school, email, drive, or financial accounts casually.
- Know how to revoke access and undo changes.

Deepfakes and impersonation: treat urgent voice, video, text, or payment requests as unverified. Contact the person or institution through a known channel, never share a one-time code, and report suspected impersonation.

SOURCE BASIS FERPA | CISA Secure Our World

07 BEFORE-YOU-SUBMIT CHECKLIST

INDIVIDUAL ACTION / SECTION 07

Own the final work

RULE AND AUTHORSHIP

- I followed the AI rule for every step.
- The final work reflects my own understanding and judgment.
- I can explain the claims, methods, code, and choices.
- I did not invent experience, data, results, or sources.

EVIDENCE AND QUALITY

- I opened and checked every citation.
- I recalculated important numbers and tested code.
- I checked quotations, paraphrases, permissions, and attribution.
- I reviewed bias, missing context, accessibility, and tone.

PRIVACY AND DISCLOSURE

- I did not expose private or restricted information.
- I used the required disclosure or citation format.
- I kept any prompt, draft, or process record the instructor requires.
- I asked before submitting if a rule remained unclear.

SIMPLE DISCLOSURE MODEL

“I used [tool and version, if known] on [date] to [permitted purpose]. I reviewed the output by [verification steps], changed [what you changed], and take responsibility for the submitted work.” Follow your instructor’s format if it differs.

SOURCE BASIS NIST Generative AI Profile | U.S. Copyright Office AI initiative

08 CHOOSE THE RIGHT CITATION AND DISCLOSURE

INDIVIDUAL ACTION / SECTION 08

Permission, source checking, disclosure and citation answer different questions. Follow the rule for the task first. If AI helped you find a source, read it and cite the source you actually used. If you quote or analyze generated material, follow your required style's AI guidance. Explain meaningful assistance separately when required.

APA AND MLA USE DIFFERENT REFERENCE PATTERNS

These are patterns with placeholders, not references to actual chats. Replace every field with verified information and check the linked official guidance. For an APA tool reference, verify the tool's update year; for a chat reference, use the conversation date.

- APA, a tool: [Developer company]. ([Year]). *[Tool or model name]* [Large language model]. [Tool URL]
- APA, a chat: [Developer company]. ([Year, Month Day]). *[Chat title]* [Generative AI chat]. [Tool or model name]. [Chat URL]
- MLA, generated material: "[Description of generated material]" prompt. *[Tool name]*, model [specific model], [Developer company], [Day Mon. Year], [stable conversation URL].

APA distinguishes a tool reference from a chat reference. MLA asks for the specific model and prefers a stable conversation link when available; its guidance gives a tool-link alternative when that feature is unavailable. Do not guess dates, model names or URLs. A citation does not authorize AI use or verify the answer.

Before sharing a conversation, check for private information, restricted materials and account details. If sharing is unsuitable, ask your instructor for an approved documentation method. A general tool reference, selected permitted excerpts or a description of the method may serve a different purpose; use the required style and local directions.

APA Style AI reference examples · MLA AI citation guidance · MLA guidance on describing AI use

OPTIONAL REFLECTION: WHAT DID I DO, AND WHAT DID AI DO?

Use this short record when it helps you learn or when your instructor requests it. Write down [skill I am practicing], [rule I checked], [work I will do myself], [permitted AI help], [source or test I used to check it], [a suggestion I changed or rejected and why], and [required disclosure]. Keep the minimum record needed under your institution's privacy and storage rules.

Fictional community-college example: An instructor permits AI to ask practice questions but requires students to write their own argument. A student uses an approved assistant to question a claim, rejects a suggestion unsupported by the assigned reading, checks the relevant passage and writes the paragraph independently. Their disclosure explains the questioning help, the rejected suggestion and the source check. This illustrates a process; it reports no classroom result.

The exercise is a MAIN learning aid. A contribution statement is not an APA Style requirement unless an instructor or institution requires it. A self-report alone does not prove authorship or learning.

Cornell AI Critical Literacy Program · APA-hosted discussion of contribution statements

SOURCE BASIS APA Style AI reference examples | MLA AI citation guidance | MLA guidance on describing AI use | Cornell AI Critical Literacy Program

09 BUILD YOUR AI SKILLS IN MISSISSIPPI

INDIVIDUAL ACTION / SECTION 09

Continue with MAIN

STUDENT RESOURCES

Find student-focused AI information, learning opportunities, and practical support.

Explore student resources

COURSES AND CREDENTIALS

Review MAIN's course catalog for current availability and registration steps.

Browse AI courses

AI PROGRAMS IN MISSISSIPPI

Explore degree and academic program information assembled by MAIN.

View AI degrees and programs

FACULTY AI PLAYBOOK

See the companion guidance instructors can use to set course rules and design meaningful assessments.

Open the Faculty AI Playbook

AI + DUAL ENROLLMENT GUIDE

Understand how college course expectations and K-12 technology rules should be coordinated.

Open the dual-enrollment guide

RELATED MAIN RESOURCES Explore student resources | Browse AI courses | View AI degrees and programs | Open the Faculty AI Playbook | Open the dual-enrollment guide

10 FREQUENTLY ASKED QUESTIONS

INDIVIDUAL ACTION / SECTION 10

Student AI questions

IS USING AI CHEATING?

It depends on the course, assignment, and institution. Read the instructions and syllabus, follow the stated boundary, disclose or cite AI use when required, and ask the instructor before using AI if the rule is unclear.

CAN I USE AI TO STUDY?

When course rules allow it, AI can help explain a concept, generate practice questions, compare approaches, or give feedback. Check the output against course materials and use the tool to practice thinking rather than replace it.

WHAT SHOULD I AVOID UPLOADING?

Do not upload passwords. Do not upload financial or health information, government identification numbers, private messages, confidential work, proprietary data, unpublished research, exams, answer keys, or another person's information unless an authorized workflow explicitly allows that specific data use.

HOW SHOULD I CHECK AN AI ANSWER?

Compare it with course materials and reliable sources, open every citation, redo calculations, test code in a safe environment, look for missing context or bias, and ask a qualified person when the consequence of error is high.

HOW SHOULD I DISCLOSE AI USE?

Follow the instructor's required format. A useful disclosure names the tool, explains what it helped with, identifies what you changed or verified, and distinguishes your own reasoning and final responsibility.

A detector score is not proof of misconduct. If your work is questioned, ask which rule applies and use drafts, sources, notes, or an explanation of your process. MAIN's evidence guide to AI detection and verifying learning explains how fair review should work.

RELATED MAIN RESOURCES MAIN's evidence guide to AI detection and verifying learning

11 SOURCES AND STUDENT RESOURCES

INDIVIDUAL ACTION / SECTION 11

Authoritative foundation

- Student Guide to AI, developed by Elon University and AAC&U
- U.S. Department of Education, Artificial Intelligence and the Future of Teaching and Learning (official ERIC full text, May 2023)

- U.S. Department of Education, Guidance on Artificial Intelligence Use in Schools (July 2025), including responsible adoption, privacy, and AI literacy principles
- U.S. Department of Education Student Privacy Policy Office, FERPA
- NIST AI RMF: Generative Artificial Intelligence Profile
- CISA Secure Our World for account and phishing safety practices
- U.S. Copyright Office, Copyright and Artificial Intelligence

SOURCE BASIS Student Guide to AI | U.S. Department of Education, Artificial Intelligence and the Future of Teaching and Learning | official ERIC full text, May 2023 | U.S. Department of Education, Guidance on Artificial Intelligence Use in Schools

12 USE AI TO STRENGTHEN THE WORK ONLY YOU CAN DO

INDIVIDUAL ACTION / SECTION 12

Your questions, evidence, judgment, creativity, and ability to explain a decision remain central. Keep learning visible and keep yourself accountable.

Browse All AI Playbooks

Contact MAIN

RELATED MAIN RESOURCES Browse All AI Playbooks | Contact MAIN

13 WHERE TO GO NEXT

INDIVIDUAL ACTION / SECTION 13

Related MAIN resources

- Higher Education AI Policy Template The kind of policy your college or university may be working from.
- AI guidance from Mississippi institutions Check whether your own institution has published its own rules.
- AI in Mississippi How AI education, training, and policy fit together across the state.

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14 SOURCES, REVIEW RECORD AND MAINTENANCE

INDIVIDUAL ACTION / SECTION 14

MAIN developed the operating model, decision logic, examples and working tools in this playbook. The reviewed references below support the method and its boundaries. Law, agency guidance, research, institutional examples and vendor documentation serve different roles; none substitutes for applicable law, institutional policy or qualified review. Confirm current applicability and currency before use.

EVIDENCE SOURCES

01 Stanford academic AI guidance
communitystandards.stanford.edu

02 Cornell graduate-admissions AI guidance
gradschool.cornell.edu

03 APA Style AI reference examples
apastyle.apa.org

04 MLA AI citation guidance
style.mla.org

05 MLA guidance on describing AI use
style.mla.org

06 Cornell AI Critical Literacy Program
news.cornell.edu

07 APA-hosted discussion of contribution statements
apastyle.apa.org

08 Student Guide to AI
studentguidetoai.org

09 U.S. Department of Education, Artificial Intelligence and the Future of Teaching and Learning
ed.gov

REFERENCES — CONTINUED

10 official ERIC full text, May 2023
files.eric.ed.gov

11 U.S. Department of Education, Guidance on Artificial Intelligence Use in Schools
ed.gov

12 U.S. Department of Education Student Privacy Policy Office, FERPA
studentprivacy.ed.gov

13 NIST AI RMF: Generative Artificial Intelligence Profile
nist.gov

14 CISA Secure Our World
cisa.gov

15 U.S. Copyright Office, Copyright and Artificial Intelligence
copyright.gov

16 Mississippi Statewide AI Framework, August 2026
mainms.org
Statewide framework foundation; alignment does not constitute validation of this playbook's methods.

COMPANION RESOURCES AND NAVIGATION

These links provide related guidance and navigation. Their inclusion does not independently substantiate this playbook's claims.

Explore student resources
mainms.org

Browse AI courses
mainms.org

View AI degrees and programs
mainms.org

Open the Faculty AI Playbook
mainms.org

Open the dual-enrollment guide
mainms.org

REFERENCES — CONTINUED

MAIN's evidence guide to AI detection and verifying learning
mainms.org

Browse All AI Playbooks
mainms.org

Contact MAIN
mainms.org

Higher Education AI Policy Template
mainms.org

AI guidance from Mississippi institutions
mainms.org

AI in Mississippi
mainms.org

IMAGE CREDITS AND LICENSES

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KEEP THE GUIDANCE CURRENT

Confirm applicability before use. Record the responsible local owner and what should trigger another review.

OWN

Name the person responsible for scope, access and decisions.

CHECK

Have qualified reviewers check evidence, risks and corrections.

STOP

Pause or reverse work that exceeds the approved boundary.