



AI & LEARNING COMMUNITY FORUM

**October 27, 2025
Beebe School Auditorium**

**Timothy Sippel, Ed.L.D.
Superintendent**

Core Values



**Include and
Collaborate**



**Embrace
Growth**



**Do Right By
ALL Kids**

***Alone each of us is strong...
and together we are much stronger!***



Agenda

- Overview of Malden's use of Instructional Technology
- Introduction to Artificial Intelligence in Education
- Opportunities for further engagement

Overview of Malden's use of Instructional Technology

- Acceptable Use Policy
 - Google for Education
 - Other Platforms
 - Content Filters
 - Student Data Privacy Alliance
- 

Acceptable Use Policy

Students & Families

+

HOME > STUDENTS & FAMILIES > RESOURCES > HANDBOOKS

Handbooks

Our goal is to design and provide the most supportive and safe educational setting that will lead to the best possible outcomes for all students. With this in mind, it is our policy to recognize, preserve, and protect the individual rights of all students through the enforcement of rules and regulations outlined in the Handbooks and Codes of Conduct below:

- [Malden Public Schools Handbook PK-K-12](#)
- [Acceptable Use Policy](#)
 - [2025-2026 District Approved/Supported Digital Tools](#)
 - [Attendance Policy](#)
- [Bullying Prevention & Intervention](#)

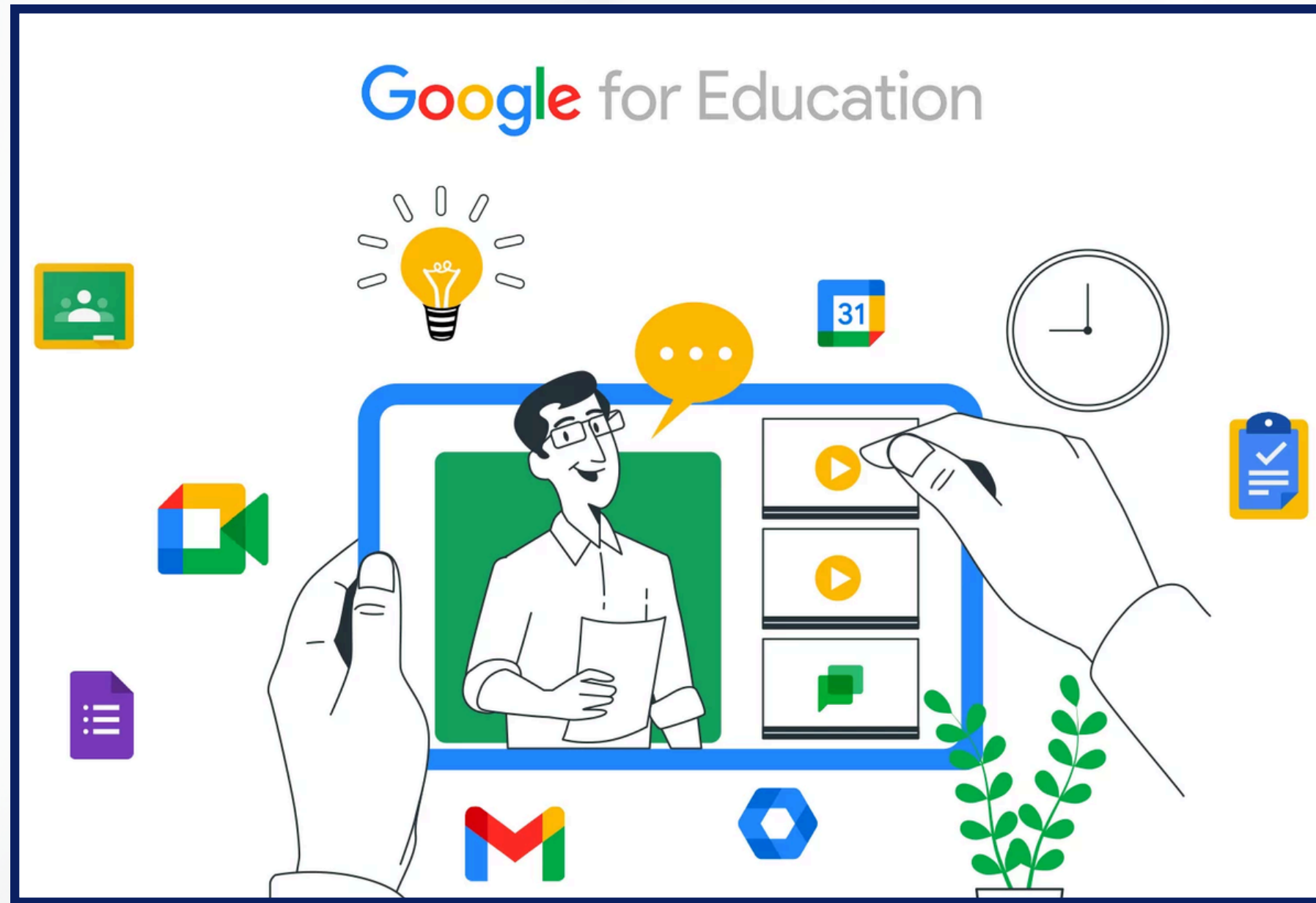
Students receive 1:1 Chromebooks for use in Malden Public Schools

- **Grades K-4** – students use Chromebooks at school with supervision, Chromebooks remain at school
- **Grades 5-12** – students may take Chromebooks home to complete homework assignments

Caregivers may:

- Review the policy
- Review the list of district approved/supported digital tools
- Opt-out at any time

Google for Education

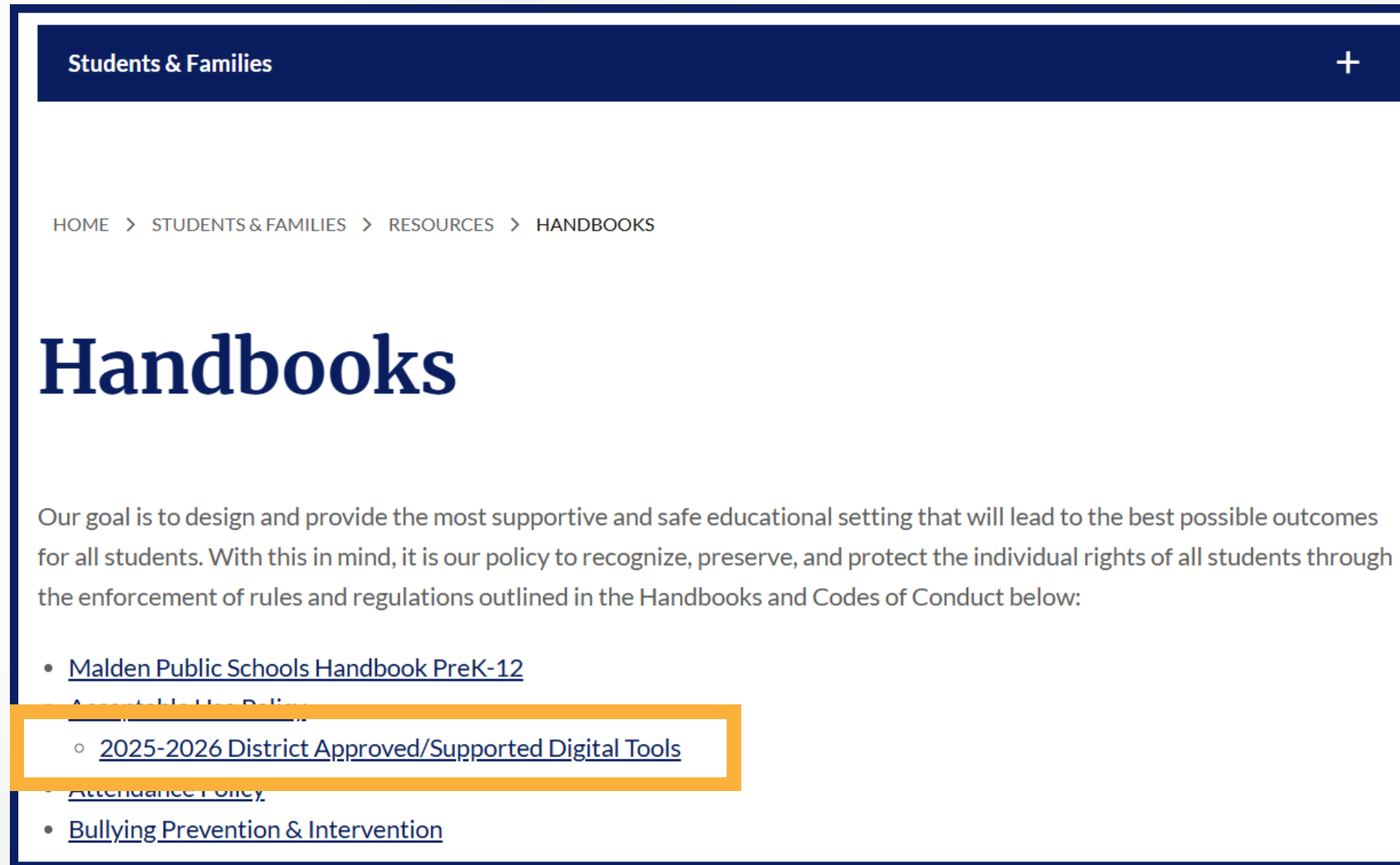


Malden Public Schools students in **grades K-12** have access to an @maldenps.org Google account which provides access to:

- Their Chromebook
- Gmail*
- Google Drive (Docs, Sheets, Slides, etc.)
- Google Classroom
- Additional Google Services

**Email privileges vary by grade level*

Other Platforms Used in Malden



Malden Public Schools supports certain digital tools and web services. These include tools for which:

- The district pays a subscription fee
- The tool is used to support curriculum district-wide

Other applications not on the district approved list may still meet the criteria for educational use and be accessible to students.

Content Filters



Malden Public Schools uses Chromebook settings and internet-based filtering to limit student access to non-educational applications and websites.

Caregivers should note that:

- When Chromebooks are connected to a non-school wifi network, more sites will be accessible
- Malden's Google for Education settings currently limit/prevent access to AI tools regardless of wifi

Student Data Privacy Alliance



Malden Public Schools is a member of The Education Cooperative's Student Data Privacy Alliance.

- TEC provides alliance members with the ability to sign on to negotiated student data privacy agreements (thousands in Massachusetts)
- TEC provides timely alerts regarding vendor issues that may impact a district

Malden Public Schools is committed to identifying programs with student data privacy agreements for consideration for use in classrooms. **A student data privacy agreement serves as a prerequisite for the use of a tool in Malden, but is not the only factor considered.**

Introduction to Artificial Intelligence in Education

- What is AI?
- What AI is not
- Preparing for an AI-Embedded Future
- Core Principles for Ethical AI Use in Massachusetts Schools

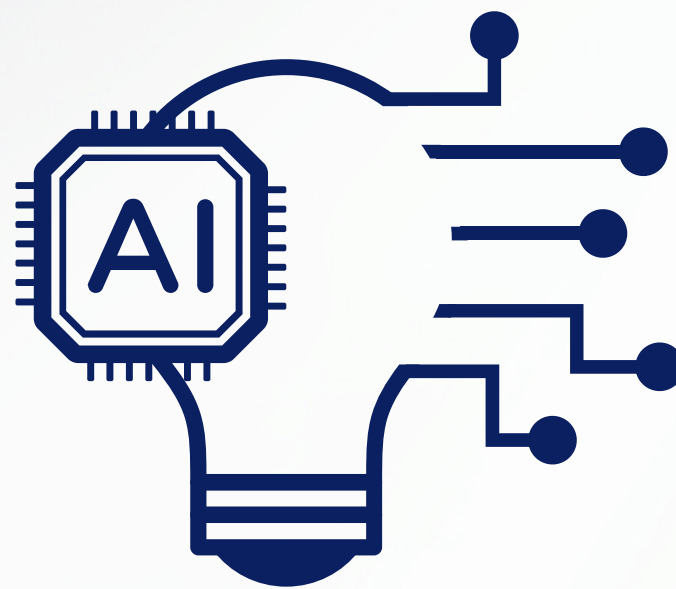
What is AI?

AI is:

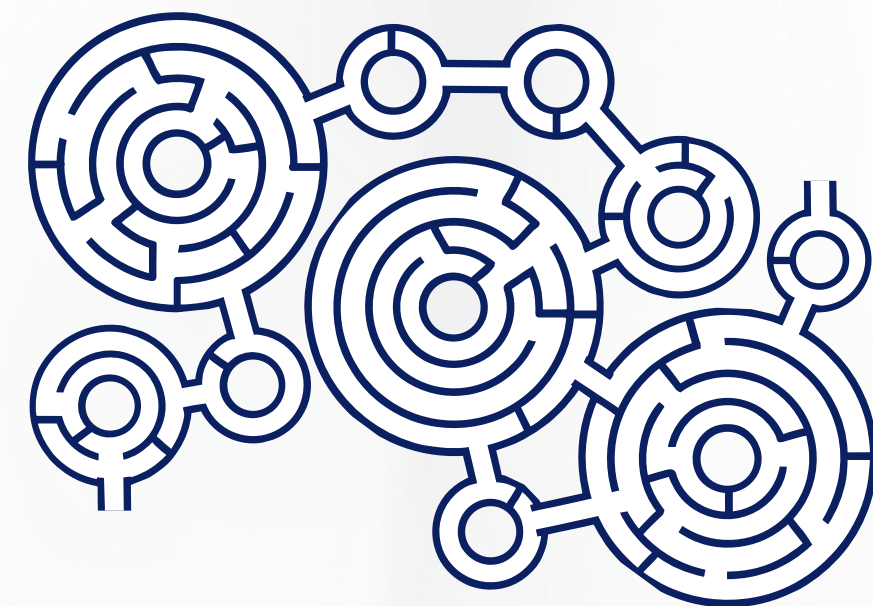
- A tool to support human decision-making.
- An evolving technology that requires active oversight.
- Capable of pattern recognition and rapid content creation.
- A system that can reinforce harmful bias if not carefully designed and used.



Predictive



Generative



Agentic

What is AI?

Predictive AI: These tools analyze past data to forecast likely outcomes or make recommendations. Examples of use in schools:

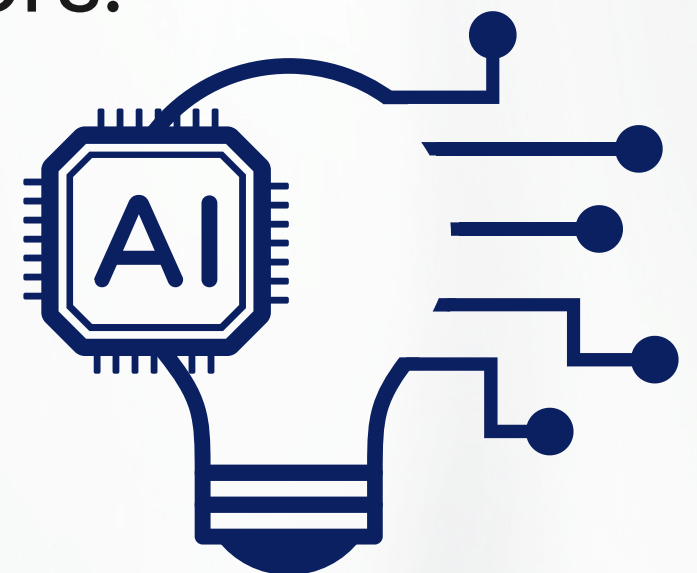
- Predicting whether students are on track to graduate.
- Recommending learning pathways based on student performance data.
- Identifying students who may benefit from intervention.



What is AI?

Generative AI: These tools produce new content based on patterns in large data sets. They respond to user prompts with outputs like essays, code, summaries, feedback, images, videos, or music. Examples of use in schools:

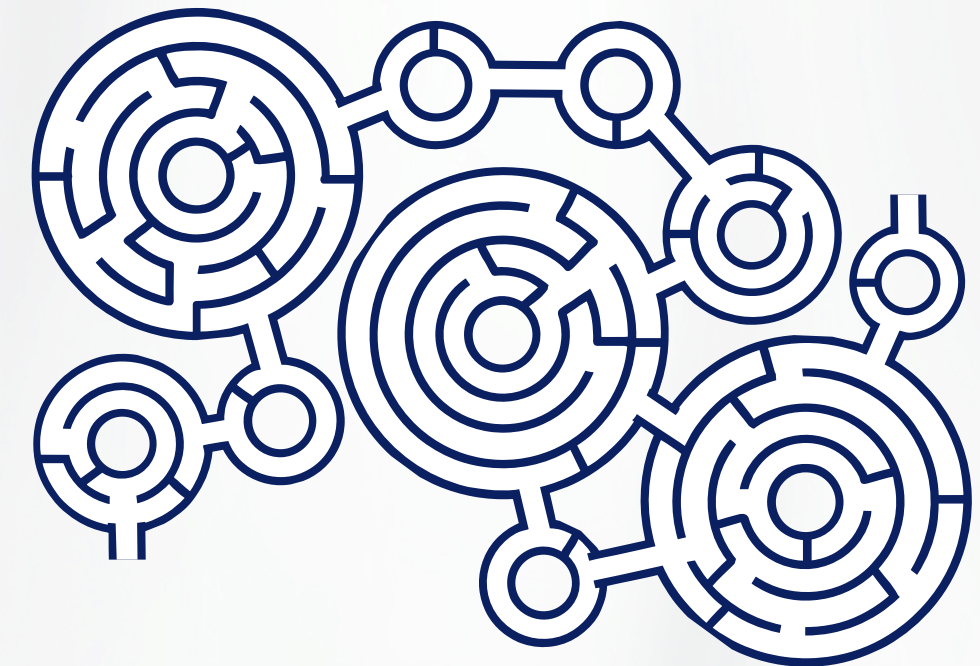
- Assisting students in drafting writing or brainstorming ideas.
- Helping teachers generate rubrics, lesson plans, or instructional materials.
- Translating text or generating content for multilingual learners.



What is AI?

Agentic AI: These tools go beyond predicting or generating—they act. They can make decisions, take steps toward a goal, and continuously adapt based on new information. Examples of use in schools (emerging):

- An AI tutor that adjusts a student's learning plan automatically.
- A virtual assistant that schedules meetings or rearranges lessons.
- Systems that optimize bus routes, staffing, or classroom usage in real-time.



What AI is not:

- A replacement for educators or human relationships.
- A perfect or self-correcting system.
- Able to understand context, nuance, or ethics like a human.
- Automatically neutral or fair.

Preparing for an AI-Embedded Future

AI is becoming an embedded, often invisible component of many educational tools. Increasingly, AI is not presented as a standalone product, but as a built-in feature shaping how platforms function. Common examples include:

- Smart recommendations in learning platforms
- Automated writing feedback
- Adaptive assessment
- Real-time translation
- Scheduling and resource allocation

Preparing for an AI-Embedded Future

As AI becomes ambient—quietly influencing how information is delivered, analyzed, and assessed—it also becomes harder to monitor, govern, and explain. This introduces significant risks:

- **Loss of transparency**– Students, educators, and families may be unaware of when and how AI is shaping educational experiences.
- **Lack of informed consent**– Tools may collect and/or use personal data or generate outputs that affect learning without clear documentation or disclosure.
- **Diminished oversight**– If AI-powered features are embedded in familiar platforms, their ethical and equity implications may be overlooked.

Implications and Next Steps

- Not relying solely on AI labels
- Building general AI literacy
- Designing for transparency
- Evolving classroom practices
- Prioritizing human oversight

Core Principles for Ethical AI Use in Massachusetts Schools



Data Privacy
& Security



Transparency
&
Accountability



Bias Awareness
& Mitigation



Human
Oversight &
Educator
Judgement



Academic
Integrity

Data Privacy & Security

AI use complies with all relevant laws and policies related to student data, including FERPA and COPPA, and upholds strong data governance practices. Students and families are protected from unnecessary surveillance, data sharing, or automated decision-making without consent.

What could this look like?

- Districts only approve AI tools vetted through a data privacy agreement process.
- Schools teach students how their data is used when they interact with AI systems.



Transparency & Accountability

AI tools are explainable and understandable. Educators, students, and families deserve to know when AI is involved in learning, grading, decision-making, or access to services.

What could this look like?

- Schools inform parents when AI tools are used in classrooms through various structures as well as technology use consent forms.
- Districts maintain a public list of digital tools and describe what each one does and how it is used.



Bias Awareness & Mitigation

AI tools are critically examined for embedded bias. Districts regularly assess whether certain groups are disproportionately impacted and take proactive steps to reduce harm.

What could this look like?

- The procurement process for new tools includes analysis of harmful bias.
- Teachers engage in professional learning using tools while adopting different names and roles to observe and discuss variations in responses and what that means about systemic bias.
- Students are invited to submit examples where an AI tool produced biased, stereotypical, or culturally inappropriate content. These reports help guide teacher practice and vendor conversations.



Human Oversight & Educator Judgement

AI supports, but does not replace, educators. Teachers bring context, empathy, and moral reasoning that no machine can replicate. All AI use includes active human engagement and oversight.

What could this look like?

- A teacher uses AI to draft personalized reading plans and adjusts recommendations based on a student's interest in sports or graphic novels.
- Principals and staff who use AI to help with operational tasks, such as rostering, scheduling, or communications, take care to review the outputs for accuracy, appropriateness, and quality.



Academic Integrity

AI is used in ways that reinforce learning, not short-circuit it. Clear expectations guide when and how students use AI tools, with an emphasis on originality, transparency, and reflection.

What could this look like?

- Students include an “AI Used” section in their papers, explaining which tools they used and how.
- Teachers explicitly teach the difference between AI-assisted brainstorming and AI-written content and clarify acceptable uses on assignments.
- Schools teach and encourage thoughtful integration of AI rather than penalizing use outright.



Opportunities for further engagement

- AI & Learning Working Group



AI & Learning Working Group

Comprising parents/caregivers, educators, and students being planned to meet at least eight sessions, beginning in November.

- Thorough awareness and discussion of areas recommended by DESE:
 - *Equity & AI: Addressing Harmful Bias and Access*
 - *Legal Foundations for AI Use*
 - *AI Literacy: Teaching about AI*
 - *AI Literacy: Teaching with AI*
 - *Academic Integrity*
 - *District Operations*
- Analysis of input from caregivers, educators, and students
- Development of proposed policy and implementation guidelines for School Committee consideration before the end of the school year

AI & Learning Working Group

Sessions are scheduled to take place on Monday evenings, from 6:00 to 7:30 p.m. (*locations to be announced*)

- November 24
- December 8
- January 26
- February 9
- March 9
- March 23
- April 13
- May 11

Thank you!



Wifi

