Springfield Public Schools
Your Future. Our Focus.



ARTIFICIAL INTELLIGENCE HANDBOOK

VERSION 1.0



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HANDBOOK PURPOSE



Springfield Public Schools

Mission

SPS is committed to the well-being of each student by providing high-quality academic opportunities.

Vision

SPS will be the district of choice that equips each student to pursue their goals and highest potential as an engaged contributor to society.

A Letter From the Superintendent

Advancements in technology continually change the world where our students learn and the future world for which they are preparing. Artificial intelligence (AI) has provided new opportunities for the community and Springfield Public Schools is committed to preparing all students for future success.

The SPS AI Handbook will provide all stakeholders with clarity of how AI is utilized to meet the mission and vision established by our Board of Education. This ranges from how we will use AI as a tool to supplement the abilities of staff and students to how we will ensure ethical and responsible use throughout instruction and operations. You can expect this handbook to evolve as the landscape of AI continues to change.

Thank you for your interest in how we prepare our students to be successful in their future and our community.

Dr. Grenita Lathan





STRATEGIC PLAN PRIORITIES

GOVERNING PRIORITY 1: SUCCESS READY STUDENTS

Preparing all students to be college and/or career ready, with an emphasis on each student reaching their full potential.

GOVERNING PRIORITY 2: ORGANIZATIONAL EFFICIENCY AND EXCELLENCE

Being responsible leaders and stewards of district resources.

GOVERNING PRIORITY 3: COLLABORATIVE CULTURE

Engaging in proactive communication and collaboration with all stakeholders.

GOVERNING PRIORITY 4: QUALITY LEARNING ENVIRONMENTS

Providing safe and secure facilities that optimize learning.



SPS VISION FOR ARTIFICIAL INTELLIGENCE

SPS will strategically use AI as a tool to empower Success-Ready students, staff, and families. In our classrooms, AI will be used to supplement human inquiry and curiosity, helping students develop the critical thinking and problem-solving skills needed to thrive in an evolving global workforce. We will foster an environment in which AI serves as a tool to help each individual to reach their full potential while ensuring humans remain the primary decision-makers. As responsible stewards of our resources, we are committed to bridging the digital divide and protecting data privacy and academic integrity.

WHAT IS AI?

What is Artificial Intelligence?

Artificial Intelligence, or AI, is a technology where computer systems are designed to mimic human intelligence or problem solving abilities. It allows machines to perform tasks that typically require human thought, such as recognizing patterns, understanding language, or making complex decisions. Most computer systems have followed strict pre-programmed rules, and AI represents a different way of interaction using a process called machine learning to improve their performance as they encounter new data. You likely interact with AI every day when you use predictive text on your phone, see suggested videos on social media, or use digital assistants like Siri or Alexa.

What is Generative AI?

A specific branch called Generative AI can even create entirely new content based upon patterns it has learned from vast amounts of existing information. These Large Language Models, or LLMs, are trained from a variety of data sources to allow the computer to learn patterns to generate content. The LLM is then used by an application that allows users to guide the AI tool in creating content such as text, images, videos, or music. The creation of this content is dependent upon the data contained within the LLM which means the content created can be limited or inaccurate. Human interaction or prompting of these tools requires a level of understanding and critical thinking abilities by the user to ensure content is accurate.



FOUNDATIONS

SPS AI LITERACY FRAMEWORK

The purpose of the SPS AI Literacy Framework is to provide a shared model for students, staff, and parents to understand the abilities and limitations of artificial intelligence while growing the skills needed to use these tools effectively and ethically.

1

PILLAR 1: ETHICAL AND RESPONSIBLE USE (DOING THE RIGHT THING)

Use AI in a way that is fair, safe, honest, and respectful of others.

For Students: Be honest. Do not cheat by passing off AI-generated work as your own. Always follow your teacher's specific rules for each assignment. Protect your privacy—never type your full name, password, address, or your friends' information into an AI tool. Properly cite when AI is used.
For Teachers & Staff: Protect student data. Only use school-approved AI platforms that follow student privacy laws. Teach students and model how to properly credit or cite AI when it is used for brainstorming or research.
For Parents: Talk with your child about digital safety at home. Remind them that whatever they type into a public AI tool can be stored, so they must keep personal information private.

2

PILLAR 2: CRITICAL THINKING SKILLS (DON'T BELIEVE EVERYTHING YOU SEE)

Learn to question, test, and verify AI answers instead of accepting them as fact.

For Students: Treat AI like a helper who sometimes makes mistakes or even makes things up, which is called a "hallucination". You should never copy and paste what the AI tells you; instead, you must always double check the facts using your own knowledge or trusted sources like books and library databases. It is important to be careful of bias, because AI learns from the internet and can repeat unfair ideas or stereotypes.
For Teachers & Staff: Teach students how to verify facts. Create assignments where students practice fact-checking AI responses against trusted library databases, textbooks, and primary sources.
For Parents: Help your child understand that AI is a prediction machine, not an all-knowing truth-teller. Encourage them to ask, "How do we know this AI answer is actually true?" when using it for homework help.

3

PILLAR 3: HUMAN-IN-THE-LOOP METHODOLOGY (HUMANS ARE ALWAYS THE BOSS)

Keep a human being in charge of making decisions, editing work, and guiding the process.

For Students: You are the author, the thinker, and the manager. The AI platform might give you a rough outline or list of ideas, but you must do the heavy lifting of writing, editing, and making the final product yours.
For Teachers & Staff: Keep human relationships at the center of school and work. Use AI to help format lesson plans or analyze school data, but always let human judgment make the final call on student grades, behavioral choices, and emotional support.
For Parents: Monitor your child's AI use. Ensure they are using the tool as a starting point for their ideas, but that they are still doing their own thinking, reading, and problem-solving.

4

PILLAR 4: A TOOL, NOT A REPLACEMENT (AN ASSISTANT, NOT A SUBSTITUTE)

Use AI to assist human intelligence and creativity, never to replace our own brainpower or personal connections.

For Students: Use AI like a calculator for ideas or a bicycle for your mind. It can help you practice vocabulary, quiz you before a test, or help you understand a confusing math step. But do not let it replace your own practicing, writing skills, or creative voice.
For Teachers & Staff: Use AI to handle repetitive administrative tasks—like drafting emails or organizing spreadsheets—so you have more free time to connect face-to-face with your students and colleagues.
For Parents: Treat AI as a helpful homework assistant or tutor, but ensure it doesn't replace standard study habits, real-world hobbies, reading physical books, or meaningful personal interactions.

FOUNDATIONS

DISTRICT AI

GUIDING PRINCIPLES

Artificial Intelligence provides significant opportunities, and SPS is committed to using these tools to advance our mission and vision. As AI continues to evolve, SPS recognizes that our approach to AI adoption must also remain thoughtful, flexible, and responsive to new developments. To meet this commitment, we value the following principles that will guide how AI is utilized.

1

LEARNING AND TRAINING

The core mission of SPS is to educate. Education of staff and students on AI literacy will be a primary focus. This is to ensure each learner, adult or child, has the skills and language needed to effectively utilize AI to reach their full potential.

2

HUMAN CENTERED

Our goal is to build the skills of students and staff to utilize AI with a human-in-the-loop approach. This ensures the individual is in charge of the AI interaction to create reliable, people focused outcomes.

3

SAFE AND SECURE USE

AI use must align with federal, state, and district regulations that protect staff and student data. This includes following district procedures for the use and adoption of AI tools along with compliance to federal laws such as the Family Educational Rights and Privacy Act (FERPA).

4

ACADEMIC INTEGRITY

The educational experience of each student is centered around the classroom. Students and staff are expected to cite the use of AI tools appropriately. This provides transparency from all learners in leveraging technology in the creation of authentic work. AI tools are to serve as an aid to the instructional process that enhance and support learning.

GENERAL GUIDELINES

One goal of this handbook is to provide clarity and guidance in the use of AI tools. These guidelines will provide common language for all stakeholders to ensure ethical and responsible use of AI. These six guidelines apply to all stakeholders and are designed to align use with our guiding principles.



YOU ARE THE HUMAN

AI is a tool meant to supplement human work, not replace it. Humans must always lead the process and remain responsible for the final results, as AI lacks human emotion, intuition and empathy.

KEEP PRIVATE INFORMATION PRIVATE

Never enter personally identifiable information (PII) into AI tools not approved by SPS or into personal AI tools.

ALWAYS DOUBLE-CHECK AI OUTPUTS

AI tools can hallucinate or provide inaccurate information due to limitations of their systems. You must always critically review content created by an AI tool against trusted sources and your own knowledge.

CHECK FOR FAIRNESS AND BIAS

AI models are trained upon a variety of data sources created by humans and contain biased information. You must review content created by AI to ensure it does not discriminate against others, promote misinformation, perpetuate stereotypes or violate the law.

USE ONLY DISTRICT-APPROVED TOOLS

District approved tools have been vetted to ensure data privacy requirements are met. This ensures your information is not used to train AI models and that data is not shared publicly.

BE TRANSPARENT ABOUT AI USE

Cite and disclose the use of AI in completion of school work or staff created materials. AI is a tool and transparency in its use creates trust and ensures academic integrity throughout the educational experience.

APPROVED TOOLS

1 GOOGLE GEMINI

Who can use it?
Available to any staff member in SPS.
What should it be used for?
This generative AI tool can act as a thought partner, perform research on a topic, and create text, images, video or sound based upon user prompts.

2 GOOGLE NOTEBOOKLM

Who can use it?
Available to any staff member in SPS.
What should it be used for?
This GenAI tool limits its analysis and creation of a wide variety of multimedia outputs (e.g., audio and video overviews, slide decks, flashcards, infographics, etc.) to the specific set of sources users provide.

3 CANVA

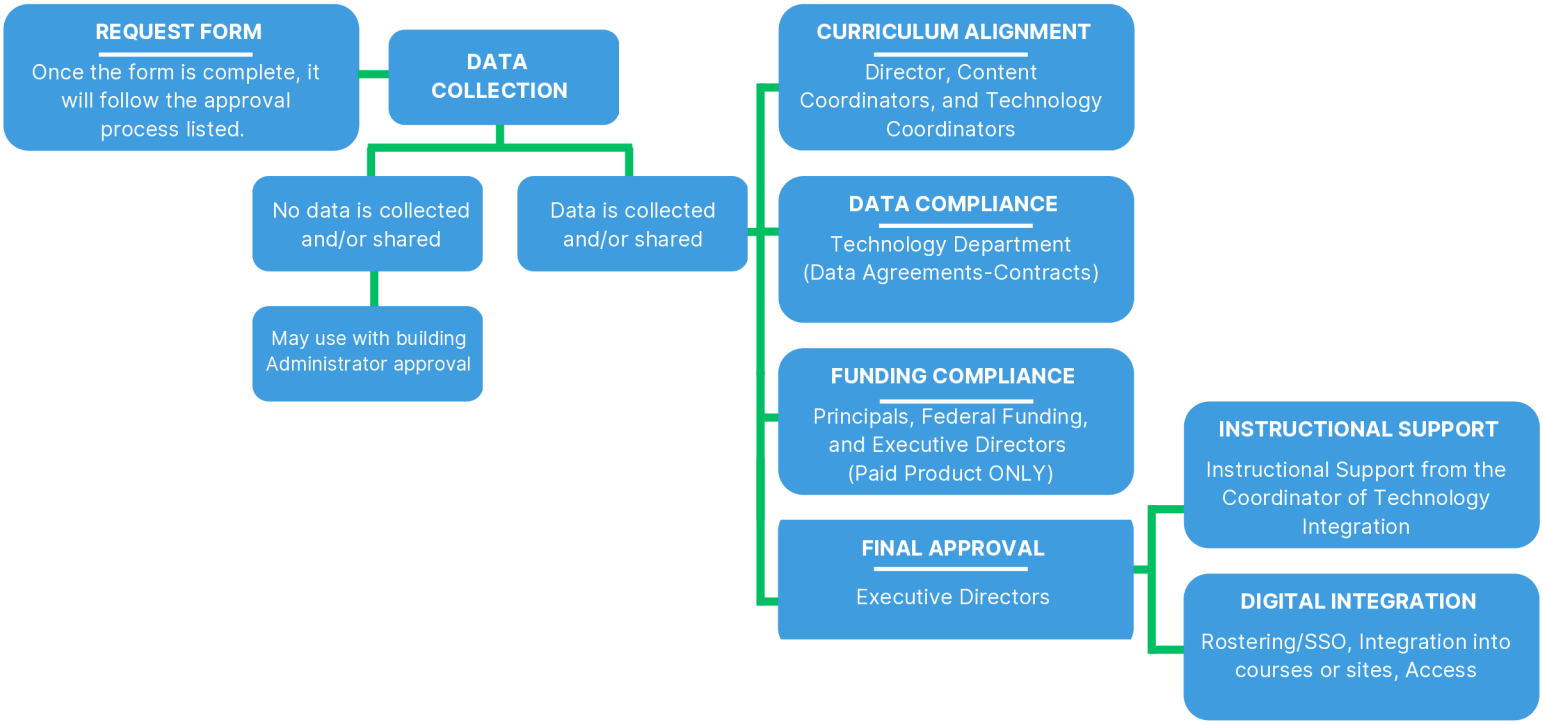
Who can use it?
Available to any staff member or student in SPS.
What should it be used for?
This AI tool supports creation of slide decks, infographics, and a variety of visuals.



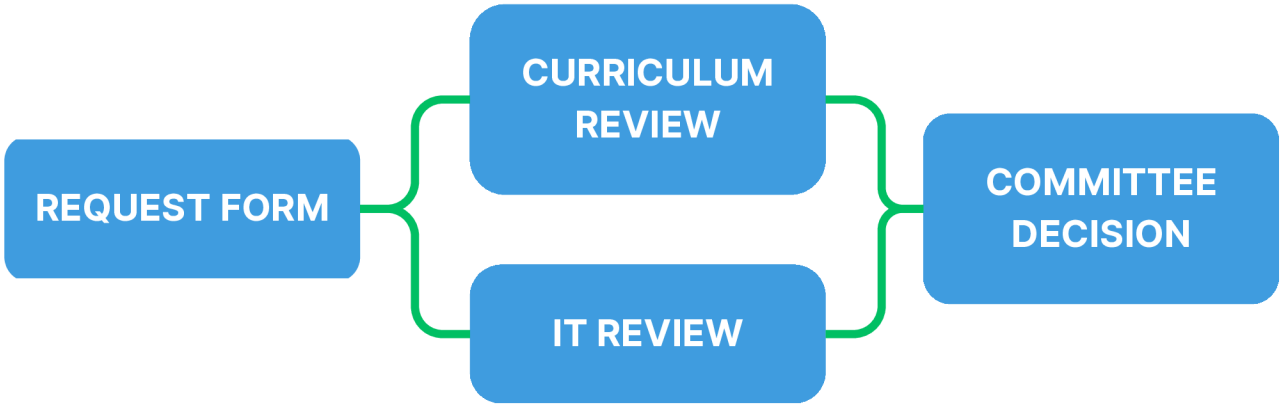
APPROVAL PROCESS

EMBEDDED AI INSTRUCTIONAL RESOURCE APPROVAL PROCESS

Approved instructional and assessment materials may include embedded artificial intelligence tools or features designed to support teaching, learning, and student progress. These tools may provide functions such as adaptive practice, accessibility supports, progress monitoring, or instructional recommendations. Such features must be used only as part of approved district resources and in accordance with district expectations for student privacy, academic integrity, and educator oversight.



STAFF AND STUDENT GENERATIVE AI APPROVAL PROCESS



K-12 AI EMBEDDED CURRICULUM & ASSESSMENT TOOLS

Type of Product	Product	How AI is Used	How Teachers Use Data to Make Instructional Decisions
Adaptive Software for Practice **Students are only allowed a maximum of 30 minutes per day on adaptive software (15 minutes ELA, 15 minutes Math)*	Freckle (K-5 Only)	To provide personalized, adaptive math and reading practice by analyzing real-time student performance data. It adjusts the difficulty of content to meet each student's unique level, offers "just-in-time" hints to support learning, and helps teachers differentiate instruction by identifying specific skill gaps and grouping students for targeted intervention.	Educators can view real-time student data, identify skill gaps, determine where to focus instruction, and celebrate student growth.
	Aleks (K-5 Only)	ALEKS provides targeted supplemental practice for every student, whether they are working to fill knowledge gaps, learning on-level, or accelerating beyond. Immediate feedback and targeted learning aids empower students to push through moments of productive struggle.	ALEKS provides real-time, detailed reports, which provide educators and parents with up-to-date information to observe how their students are progressing. ALEKS Insights promptly alerts educators to at risk students, providing email notification concerning students (a) who are not succeeding, (b) who cease succeeding, (c) who are excessively procrastinating, or (d) who are learning "unusually" fast. These formative insights enable educators to take timely action to help the students who need it the most. Teachers can monitor student activity, identify who needs support, and access daily recommended topics with ready-made instructional groups.
	Lalilo	Lalilo supports diverse learners with adaptive instruction that adjusts difficulty levels automatically. Lalilo provides scaffolded reading lessons for advanced students and targeted intervention for those needing additional reading support.	Teachers monitor real-time progress through comprehensive dashboards showing detailed performance analytics and insights. Data-driven reports guide targeted instruction and interventions to accelerate reading growth for every student.
	My-On	My-On is an AI-powered system that generates a dynamic, personalized book list for students based on their Lexile placement exam and interests.The "myON Fluency Analyzer" uses AI to analyze student recordings in oral fluency activities, allowing teachers to track progress.	Teachers may assign reading and writing activities that reinforce and complement texts, helping students build and strengthen literacy skills through consistent practice. They may review detailed reports and student work to assess progress and differentiate instruction and practice, ensuring every reader continues to grow.
Assessment Screener	Renaissance STAR	AI-driven computer-adaptive technology adjusts question difficulty based on student responses, providing an accurate assessment of skills in about one-third of the time of traditional tests.	Teachers use the data to develop Reading Success Plans, group students, plan for instruction, and celebrate student growth.
Draft, Publishing, and Design	Canva, Google-Suite (Docs & Slides), Microsoft Office	Students may use technology such as Canva, Google Suite products, and/or Microsoft Office products for drafting and publishing writing and projects. AI is embedded into these program tools such as pedictive text, spelling and grammar checks, and design generation.	Teachers evaluate student mastery of the learning standard and through ongoing conferences with students, know how students are performing on their own.



DATA PRIVACY AND SECURITY STANDARDS

The use of all AI tools are treated in the same way as all other software applications. All staff and students are required to use technology in support of the education experience which includes using AI in a safe manner that protects all stakeholders.

This looks like never sharing personal details of students, staff, or other confidential information with AI tools. This includes, but is not limited to: full names, addresses, phone numbers, ID numbers, educational records, personnel records, health information, or financial information. When using approved AI tools, it is still preferred to anonymize information to avoid the potential sharing of PII.

Only using approved AI tools is one of the many ways you can safeguard this information. Using publicly available AI tools or personal accounts with AI tools can release this information and make it accessible to those that should not have access.

Take these steps in your use of AI tools to ensure you are being safe and responsible.

- Only use approved AI tools.
- Never provide confidential, sensitive, or personally identifiable information when using AI tools.
- Never use copyrighted materials (such as District curriculum) with AI tools without express permission by the owner to do so.
- Be transparent in your use of AI tools by citing or referencing its use in your work.
- Only use AI as a tool to support the educational opportunities provided by SPS.

The misuse of AI tools, including impersonating others or intentionally creating or sharing misinformation, will result in appropriate action in accordance with the Student Handbook or Employee Handbook.

GUIDELINES FOR EDUCATORS

The District's guaranteed and viable curriculum remains the primary instructional resource, while AI is leveraged as a support tool to strengthen teaching and learning. Educators are responsible for guiding the use of AI in their courses. These guidelines provide a shared set of expectations with the goal of empowering educators to ensure AI is used to enhance their classroom environments. AI generated content does not replace district-vetted, high-quality instructional materials.



SET CLEAR GUIDANCE IN YOUR COURSES

- Specify if AI is allowed to be used for an assignment.
- Provide guidelines for how AI should be used such as: a brainstorming partner, generating specific content like images, etc.
- Set the method of how AI use will be cited or referenced when used.



MODEL RESPONSIBLE USE

- Be transparent in your own use of AI by following the same guidelines you set for students.
- Model human-in-the-loop use of AI by reviewing AI generated content and how you evaluate for bias and accuracy of information.
- Discuss how to apply critical thinking while using AI tools to fact-check results against trusted sources of information.



PROTECT DATA AND PRIVACY

- Teach students how to protect their privacy when using AI tools.
- Ensure students understand never to share personally identifiable information (PII) with AI and what PII might mean for them.



GRADING PRACTICES

- Teachers make the final decision in all grading decisions.
- Use of AI in grading must be verified to ensure fairness and accuracy.
- Follow all academic integrity guidance in grading, including transparency of when AI has been used in grading.



GROW YOUR AI LITERACY

- Keep up with changes and advancements by participating in district-provided training opportunities and through your professional networks.
- Practice prompting techniques to explore how the use of AI does and does not enhance your practice.
- Participate in the discussion with students and fellow educators of how AI functions.

HOW EDUCATORS MIGHT USE AI

INTEGRATION OF AI WITHIN INSTRUCTION

- Adjust the reading level of assignments for the purpose of intervention.
- Develop a short formative assessment for a lesson that checks for understanding and allows for intervention in the moment of instruction.
- Create a visual to reinforce a scientific concept that is embedded in an assignment.
- Hold a town hall conversation with a Gemini Gem customized to represent an influential historical figure.
- Allow for instructional agility within District curriculum.

ENHANCE PRODUCTIVITY

- Reframe an email conversation to improve clarity of messaging.
- Develop a draft slide deck on a topic through Canva as a starting point for a lesson.
- Analyze a variety of curricular resources in NotebookLM.



EDUCATOR SCENARIOS

Differentiating Reading Levels

- **Context:** A middle school social studies teacher wants to use a high-quality article about the Missouri Compromise, but several students in the class read three grade levels below their peers and struggle with the complex vocabulary.
- **Steps:** The teacher inputs the text of the article into an SPS-approved generative AI tool, such as Google Gemini, and prompts it to "Rewrite this text for a 5th-grade reading level while keeping all historical facts and key names identical". The teacher then reviews the output to ensure no "hallucinations." occurred and that the core lesson objectives are still met.
- **Explanation:** This type of differentiation is appropriate when the standard does not require students to read a grade level passage.These steps allow for personalization of instruction, ensuring all students can access the curriculum at their level while the teacher remains the "human-in-the-loop" responsible for accuracy.

Creating a Classroom Newsletter

- **Context:** A principal needs to send a monthly newsletter to a diverse community and wants to ensure the tone is welcoming and the message is accessible to families who speak multiple languages.
- **Steps:** The principal drafts the main updates and uses an approved AI tool to "Reframe this newsletter to be more inviting for families and provide a Spanish translation of the key dates". The principal then reviews the translation for accuracy before distribution.
- **Explanation:** This streamlines a routine administrative task, freeing the principal to focus on direct community connection and empathy-driven leadership.



GUIDELINES FOR STUDENTS

Students are responsible for actively participating in their educational experience. This includes following guidance from their teacher and understanding expectations of academic integrity. These guidelines set students up for success by providing clarity of how to use AI in their academic journey.



UNDERSTAND WHEN TO USE AI

- Check your assignment for directions on how or when to use AI.
- Always check with your teacher if you have questions about if it is appropriate to use AI for an assignment or not.



UPHOLD ACADEMIC INTEGRITY

- Always clearly state and appropriately cite when you have used AI in your course work.
- Use AI to help brainstorm ideas, provide feedback on your work, or research a topic to support your work. Never use AI to write an entire essay or complete homework for you.



VERIFY CONTENT

- Always double-check facts provided by AI using trusted sources from your class or library.
- Check for bias or misinformation in AI generated content. You are responsible for any content you turn in.



BE A GOOD DIGITAL CITIZEN

- Never use AI to generate harmful content or misinformation.
- Do not share personal information with AI tools such as your name, address, phone number, or ID number.
- Read the Student Handbook and understand the code of conduct expected of every student.

HOW STUDENTS MIGHT USE AI

BRAINSTORMING IDEAS

- Getting topic ideas for an essay prompt.
- Asking for help on next steps for a project.
- Explain key concepts in a fun context.

EXTEND YOUR LEARNING

- Create additional practice problems to prepare for a math test.
- Use guided learning options in an AI tool to further understand a concept.
- Create a list of reliable sources for research.

HOW STUDENTS MIGHT MISUSE AI

ACADEMIC DISHONESTY

- Submit an essay created by Gemini without editing or citation.
- Create an infographic in Canva about a subject without editing or citation.
- Not verifying source material from generated content.

SPREADING MISINFORMATION

- Create a fake image or recording of someone without their permission.
- Use an AI tool to create false information and represent it as true.

CONSEQUENCES FOR STUDENT MISUSE

To ensure that technology is used fairly and safely, Springfield Public Schools (SPS) follows the following steps in addressing the misuse of AI tools. This matrix aligns with the SPS Student Handbook and the Discipline Code of Conduct to provide clear steps for handling the misuse of AI tools.

Discipline is viewed as a learning opportunity with the goal of improving behavior and school climate while maintaining high academic expectations.

SPS AI Misconduct Levels (See Page 70 of Student Handbook)

Using someone else's work and claiming it as your own, even if it is unintentional, is considered being academically dishonest. Examples of academic dishonesty include, but are not limited to, using Artificial Intelligence programs or apps on assignments, online translators for world language courses and plagiarism. It is important that students cite sources and use quotation marks appropriately to avoid violating the Academic Honesty policy.

Misconduct Level	Definition of Action	Typical Response
Level I (Minor)	Using a non-approved AI tool during school hours or violating basic electronic device rules.	1:1 conversation with the student, warning, and review of safer alternatives.
Level II (Serious)	**Academic Dishonesty**: Submitting AI-generated work as your own without proper citation.	Follows the three-offense sequence for academic honesty (see below).
Level III (Severe)	Using AI to create harmful, bullying, or sexual content, or attempting to hack/bypass district filters.	Discipline referral, parent notification, loss of technology privileges, and possible suspension.

Academic Integrity Sequence

When a student is suspected of using AI to be academically dishonest (claiming someone else's work as their own), SPS follows these mandatory steps:

- 1st offense: Following the teacher conference, student will be allowed to redo assignment for full credit and a formal warning will be issued.
- 2nd offense: Following the teacher conference, student will be allowed to redo assignment for a maximum grade of 50% and a second formal warning will be issued.
- 3rd offense (and subsequent): Following teacher, parent/guardian, student, and administrator conference, student will receive a zero for assignment.

STUDENT MISUSE GUIDELINES FOR STAFF AND ADMINISTRATORS

When assigning a consequence, administrators must consider the student's age, intent, and willingness to repair the harm.

1. **AI-Writing Detectors:** SPS does not support using AI-writing detectors as they are often unreliable and can be biased. Instead, teachers should engage in a conversation with the student to discuss their writing process.

2. **Right to be Informed of the Charges:** Every student has the right to notice of the charges and an opportunity to respond before any disciplinary action is taken.

3. **Parental Involvement:** Student behavior management is a team effort between families, educators, and administrators. Parents will be notified promptly if any serious AI-related misconduct occurs.

4. **Privacy Violations:** Any student or staff member who enters Personally Identifiable Information (PII) into an unapproved AI tool will be subject to an administrative investigation and may face disciplinary action for violating data privacy laws.



SCENARIO: BRAINSTORMING FOR A SCIENCE PROJECT

- **Context:** A 10th-grade student is struggling to come up with a unique topic for a project on renewable energy and feels stuck.
- **Steps:** With the teacher's permission, the student uses an approved generative AI tool to ask, "Give me 10 unique examples of how solar energy is being used in urban farming". The student reviews the list, selects one idea, and then performs independent research using library databases to verify the facts.
- **Explanation:** The student uses AI as a "thought partner" to overcome writer's block while ensuring the final work is fundamentally their own and properly cited.

GUIDELINES FOR STAFF

Staff members at SPS are able to leverage AI tools in a variety of ways to enhance their practice and streamline work. These guidelines exist to clarify expectations of how AI should be used in support of our shared mission.



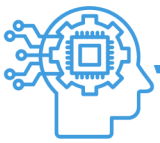
ETHICAL AND RESPONSIBLE USE

- Staff must be transparent about the use of AI in performing their duties and in the creation of work products.
- Each team member is responsible for using their professional judgement and expertise when using AI to critically evaluate generated content for accuracy and alignment with district standards and priorities.
- Staff should verify AI generated content for bias and misinformation prior to utilizing it to perform job duties or create materials.



USE AI TO ENHANCE WORK

- Keep a human-in-the-loop in all use of AI and ensure only team members are the final decision makers.
- Utilize AI tools to streamline repetitive tasks while verifying that output is accurate.
- Integrate AI into workflows while documenting the purpose and method of use to ensure repeatable and high quality use.



GROW YOUR AI LITERACY

- Participate in district provided AI training opportunities and request additional training through Information Technology.
- Understand how to effectively prompt AI tools that result in quality content being generated.
- Engage your colleagues and supervisors in conversation about how you are using AI.

HOW STAFF MIGHT USE AI



RESEARCH ASSISTANT

- Use Gemini to find current and relevant resources on a topic then summarize into key points and findings.
- Curate resources into NotebookLM and create a mind map or infographic to visualize the content.



ENHANCE PRODUCTIVITY

- Ask Gemini to edit a report to adjust the content for a specific audience.
- Combine multiple sources of data and perform analysis on the results.



GET CREATIVE

- Use AI as a thought partner to refine a professional development training.
- Create digital media such as a video or image to enhance a report.

HOW STAFF MIGHT MISUSE AI



VIOLATING DATA PRIVACY

- Enter personally identifiable information (PII) such as a student's name and educational record into a public AI tool that is not approved by the district.
- Share security related information with an unapproved AI tool such as a school's emergency management plan.



SPREADING MISINFORMATION

- Create a fake image or recording of someone without their permission.
- Use an AI tool to create false information and represent it as true.

CONSEQUENCES FOR STAFF MISUSE

To ensure technology is used in a professional and ethical manner, Springfield Public Schools (SPS) expects all staff members to take personal responsibility for their use of AI and any harm it may cause. Failure to follow the rules outlined in this handbook or other district policies will result in disciplinary action.

Staff Disciplinary Responses

Staff members who violate AI use prohibitions or data privacy standards are subject to discipline according to Board Policy GBCB (Staff Conduct) and Policy EHBC (Data Governance and Security) or other board policies as applicable. Consequences are determined based on the severity of the misuse and may include:

- **Formal Warnings and Negative Evaluations:** For minor or first-time errors, such as failing to cite AI use in a non-consequential document, a supervisor may issue a warning or include the incident in a performance evaluation.
- **Administrative Leave or Suspension:** In cases where an investigation is needed—such as a suspected data breach or harassment—a staff member may be placed on administrative leave (with Human Resources approval) while the district reviews the situation.
- **Termination of Employment:** Serious violations, such as entering Personally Identifiable Information (PII) into unvetted tools, creating altered media to harass others, or using AI for significant academic/professional dishonesty, are grounds for dismissal.

Key Compliance Standards

- **The "Nexus" Rule:** Staff may be disciplined for AI misuse even if it occurs off-campus, provided the action creates a "nexus" (a harmful connection) to the district's educational or work environment.
- **Privacy Violations:** Any employee who improperly handles student or staff data will be subject to an administrative investigation and may face disciplinary action for violating state and federal data privacy laws.
- **Contractual Alignment:** All disciplinary actions will be handled in alignment with the Employee Handbook and applicable Collective Bargaining Agreements (CBAs) to ensure due process and legal compliance.
- **Mandatory Reporting:** If AI misuse involves illegal acts, such as the creation of harmful images or the theft of district data, the district will contact law enforcement or other legal authorities to report the activity.

SCENARIO: WRITING A LETTER OF RECOMMENDATION

- **Context:** A high school counselor needs to write several college recommendation letters and wants to use AI to help organize their notes into a professional draft.
- **Steps:** The counselor first drafts the letter manually, including specific student achievements and character traits. To polish the tone, they use an approved district tool but refer to the student only as "the student" or "Candidate A," ensuring they never enter Personally Identifiable Information (PII) like the student's full name or ID number into the prompt.
- **Explanation:** This ensures the final product is of high quality while strictly adhering to Board Policy EHBC and FERPA regarding data governance and student privacy.





GUIDELINES FOR THE COMMUNITY

Springfield Public Schools (SPS) believes that families and community members are essential partners in our mission to prepare Success-Ready Students. As technology changes how we learn and work, we want our community to feel supported and informed about how AI is used in our schools.

These guidelines mirror the expectations for our students and staff, focusing on a Collaborative Culture where we work together to use technology safely and honestly.

PARTNER IN ACADEMIC INTEGRITY

We encourage families to explore AI with their children, but the work students turn in must always be fundamentally their own.

- **Support, Don't Replace:** Use AI to help your child brainstorm ideas or get extra practice, but never use it to write an entire essay or complete their homework for them.
- **Encourage Disclosure**: If your child uses AI to help with a project, remind them to disclose and cite exactly how the tool assisted them, as required by their teacher.
- **Focus on the Journey:** Talk to your child about the "learning journey" rather than just the final grade. Ask them questions like, "How did this tool help you think deeper about the topic?"

PROTECT STUDENT PRIVACY AND SAFETY

Protecting the well-being of each student is our top priority, and that includes keeping their private data safe.

- **Keep PII Private:** Never enter a student's Personally Identifiable Information (PII)—such as full names, ID numbers, home addresses, or grades—into public AI tools like ChatGPT.
- **Use District-Approved Tools:** Encourage your child to use only the AI applications that have been officially vetted and approved by the district to ensure they meet strict safety laws like FERPA.
- **Monitor Age Rules:** Be aware that many AI tools have strict age limits (often 13 or 18). Always follow the district's rules regarding parental consent for these technologies.

GUIDELINES FOR THE COMMUNITY

BUILD AI LITERACY TOGETHER

We want our community to understand how AI works and how it is used in our classrooms.

- **Discuss Ethics:** Talk with your children about the ethical awareness of AI, including the risks of "hallucinations" (made-up facts) and human biases that can appear in AI results.
- **Stay Informed:** Read our district newsletters and attend learning opportunities about how AI tools are being used in the classroom.

VERIFY AND CRITICAL THINKING

AI is a powerful tool, but it is not perfect and often makes mistakes.

- **Check for Accuracy:** Always remind your child to double-check facts provided by AI using trusted sources like the school library or teacher-provided materials.
- **Identify Bias:** AI learns from data created by humans and can reflect human prejudices. Help your child think critically about whether an AI response is fair or if it might be treating some groups differently.

OPEN COMMUNICATION

We believe in an open dialogue between the school and the home.

- **Talk to Teachers:** If you are ever unsure about how AI should be used for a specific assignment, please reach out to your child's teacher for clarification.
- **Report Concerns:** If you or your child encounter concerning or inappropriate content generated by an AI tool, stop using it immediately and notify a school administrator.
- **Respect Options:** We respect family preferences. If you prefer that your child does not use independent AI tools, SPS will provide alternative assignments that meet the same learning goals.



PROFESSIONAL LEARNING & TRAINING

This implementation guide outlines the steps Springfield Public Schools (SPS) will take to put our AI Handbook into action. The goal is to ensure that AI is used to support our strategic plan while keeping everyone safe.

To move into the "Implementing" phase, we must ensure our staff feels confident using these tools.

AI SAFETY COURSE

All staff members are required to complete a baseline safety course that covers how to protect student privacy and avoid entering Personally Identifiable Information (PII) into AI tools.

ONGOING SUPPORT

The district will offer regular sessions and digital spaces where staff and educators can share best practices and learn about new skills to utilize AI such as prompting and validation strategies.

MODELING PROPER USE

All educators and staff will follow the general guidelines outlined in this handbook when using AI in their work.

Artificial Intelligence Academy
Springfield Public Schools

IMPLEMENTATION

CLASSROOM INTEGRATION & STUDENT SUCCESS

AI will be used to supplement, not replace, the hard work of learning.

- **Age-Appropriate Access:** Students under 14 will only see AI through teacher-led demonstrations and embedded into curriculum and assessment platforms. Students 14 and older may use approved tools independently if they have a specific teacher's permission.
- **Redesigning Assignments:** Educators will update assignments to focus on the journey of learning—such as in-class drafts and oral presentations—to ensure work is authentic and original.
- **AI Literacy Pillars:** Students will be taught the five pillars of AI literacy: Foundational Knowledge, Practical Application, Ethical Awareness, Critical Thinking, and a Future-Oriented Perspective.

COMMUNITY AND FAMILY ENGAGEMENT

We believe in a Collaborative Culture where families are active partners.

- **Transparency:** Schools will clearly communicate which AI tools are being used.
- **Family Resources:** SPS will provide an FAQ and training sessions to help parents and guardians understand how AI affects their child's education and future career.
- **Academic Integrity:** We will work together with students to uphold high standards of honesty, requiring them to disclose and cite any time AI is used to help with schoolwork.



INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) FRAMEWORK ALIGNMENT

A framework can provide shared language and practices to guide instructional staff and to lead to desired learning outcomes. Much of high-quality instruction is dependent upon the decision-making of a teacher, and utilizing a technology-specific framework can elevate implementation and ensure more equitable learning environments.

In SPS, the ISTE standards for Students and Educators have been adopted to guide effective teaching and learning with technology.

IMPLEMENTATION

GOVERNANCE OF AI IN SPS

We have all observed the fast evolving nature of AI and how these changes can impact our educational environments. To ensure long term guidance and alignment of AI with the SPS Strategic Plan, we will follow the following steps to provide governance and oversight of AI.

GOVERNANCE COMMITTEE

The Governance Committee exists to provide guidance and vision around the use of AI in SPS. This will be achieved through continual learning focused first on listening to SPS stakeholders and coupling that with continually learning the capabilities of AI. Here are the responsibilities of the Governance Committee:

- Meet on a regular cadence to review updates around AI ranging from industry news to legislative matters to stakeholder feedback, including teachers, students, and the community.
- Develop and update the SPS AI Handbook to ensure clear guidance and expectations are set in the use of AI.
- Set priorities and make decisions related to AI including the adoption of AI tools and guiding AI training that supports our guiding principles of AI use.
- Participate in a risk assessment of AI and how its use can impact the organization.

AI WORK TEAMS

The Governance Committee or district administration may establish and charge a work team to tackle specific areas of interest related to AI. For example, an AI work team may be established to develop tool specific training that enhances the AI literacy of staff while increasing their skill in using the AI tool.

CONTINUOUS FEEDBACK

Feedback around the use of AI in SPS is vital to informing the Governance Committee and district administration around setting priorities and making decisions. We will take the following steps to ensure feedback is continuously collected:

- Coordinate with district administration to gather feedback through established structures such as Superintendent Solutions and the Climate and Culture survey.
- Review industry trends monthly through major publications and public education groups.
- Use focus groups in a variety of ways to engage with stakeholders.



ARTIFICIAL INTELLIGENCE (AI) FREQUENTLY ASKED QUESTIONS

This FAQ is designed to help the Springfield Public Schools (SPS) community understand how artificial intelligence is being used to support our mission of providing high-quality academic opportunities.

What exactly is Artificial Intelligence (AI)? AI refers to computer systems and software that mimic human intelligence or problem-solving abilities to perform tasks like recognizing patterns or understanding language. You likely use AI every day through features like predictive text on your phone, navigation apps, or movie recommendations.

Will AI replace human teachers or staff? No, AI is a powerful tool meant to supplement human thought and decision-making rather than replace it. While AI is good at processing data, human teachers are unmatched in providing the empathy, intuition, and personal connection that students need.

Is using AI considered cheating? Using AI to do an assignment for you is a form of academic dishonesty. However, using AI to brainstorm ideas, organize your thoughts, or get extra practice is encouraged as long as you cite the tool and describe how it helped you.

How should students cite AI if they use it? Students must clearly disclose which tool they used and the nature of the assistance it provided, such as "brainstormed ideas using Google Gemini." Teachers may require full citations in MLA or APA format for formal papers to ensure transparency.

Is my personal information safe when using AI? Protecting your privacy is a top priority, and we only use tools that comply with strict laws like FERPA. Users should never enter "Personally Identifiable Information," like full names or student ID numbers, into public AI tools.

APPENDIX

ARTIFICIAL INTELLIGENCE (AI) FREQUENTLY ASKED QUESTIONS

What are "hallucinations" in AI? A hallucination is when an AI tool provides a confident-sounding answer that is actually incorrect or completely made up. Because of this, it is very important to always double-check AI-generated facts using trusted, credible sources.

Can AI be biased or unfair? Yes, because AI is trained on data created by humans, it can sometimes reflect human biases or stereotypes. Educators and students must critically review AI content to ensure it is fair and does not treat anyone differently because of who they are.

Which AI tools are allowed at SPS? To ensure safety, stakeholders should only use AI applications that have been officially vetted and approved by the district. We maintain a "Vetted Tools List" to help students and staff know which tools meet our high standards for data privacy.

What if I don't want my student to use AI? We respect family preferences and will provide alternative learning activities for students who do not have permission to use AI. These assignments will focus on the same learning goals so that no student is placed at a disadvantage.

Will SPS use AI-writing detectors to grade work? No, the district does not support using AI-writing detectors for grading or discipline because they are often unreliable and can be biased against certain groups. Instead, teachers will evaluate student work through conversations about the writing process.

Are AI-enabled wearables, like smart glasses, allowed in class? Currently, AI-enabled wearables such as smart glasses or pins are not permitted on campus. We are continuing to monitor this technology as it becomes more common in everyday devices to determine how it can be handled safely and fairly.

Why is it important to learn about AI now? By 2030, a huge number of jobs will change because of AI technology. Learning how to use these tools responsibly and ethically now ensures that SPS graduates are Success-Ready for their future careers.



APPENDIX

GLOSSARY OF COMMON ARTIFICIAL INTELLIGENCE (AI) TERMS

Algorithm: A set of step-by-step instructions that a computer follows to complete a task. You can think of it like a recipe for a computer to follow.

Artificial Intelligence (AI): A branch of computer science that creates machines or software capable of mimicking human intelligence, such as learning, reasoning, and solving problems.

Artificial General Intelligence (AGI): A future version of AI that could perform any intellectual task as well as a human, including the ability to reason, plan, and understand emotions.

Artificial Narrow Intelligence (ANI): AI that is designed to do one specific task very well, such as translating a language, suggesting a movie, or playing chess.

Chatbot: An AI program designed to simulate human-like conversations through text or voice, such as ChatGPT, Copilot, or Gemini.

Generative AI (GenAI): A specific type of AI that can create brand-new content—like text, images, music, or computer code—by learning patterns from massive amounts of existing data.

Large Language Model (LLM): The "underlying plumbing" of many AI tools. These models are trained on huge amounts of text to identify patterns in language so they can generate human-like responses to questions.

Machine Learning: A part of AI where computers learn from new data to improve their performance over time without being specifically programmed for every new situation.

Output: The final information, text, or image that an AI tool produces after you give it a command.

Prompting: Prompting in relation to AI is the process of giving clear instructions, questions, or context to an AI tool so it can generate a useful and relevant response.



ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION AND RESPONSIBLE USE

Academic Integrity: The commitment to doing your own honest work. In the world of AI, this means using technology to help you learn without letting it do the work for you or pretending AI-generated content is your own.

AI Ethics: Guidelines that ensure AI is developed and used in a way that is fair, safe, and respectful to all people.

AI Literacy: The skills and knowledge needed to understand how AI works, use it effectively, and think critically about its impact on society.

Bias (Algorithmic Bias): When an AI system produces unfair results or favors certain groups over others because the data it was trained on contained human prejudices.

Data Privacy: The practice of protecting personal information from being collected or used by AI companies without permission.

Digital Citizenship: Being a responsible, ethical, and safe user of all technology, including AI.

Hallucination: When an AI tool provides an answer that sounds very confident but is actually incorrect or completely made up.

Human-in-the-Loop: An approach where humans remain in charge by reviewing, guiding, and making the final decisions on anything produced by an AI tool.

Personally Identifiable Information (PII): Private details that can identify a specific person, such as full names, student ID numbers, home addresses, or grades.

Prompt: The specific instructions, questions, or examples you type into an AI tool to get a response.

Prompt Engineering: The process of carefully designing and refining your prompts to get the most accurate and helpful results from an AI.

Transparency: Being open and honest about when and how AI is being used in school or for district work

APPENDIX

SAMPLE AI DISCLOSURE AND CITATION TEMPLATES

To ensure that Springfield Public Schools maintains high standards for academic integrity, students and staff must clearly cite any use of AI in their work. Below are specific examples of how to cite AI using MLA and APA formats, as well as a sample for general disclosure.

MLA Format Example

To cite AI in MLA format, you should include the prompt used, the name of the tool, the version, the company, the date it was generated, and the web address.

- Format: Prompt, name of tool, version of tool, company, date of generation, general URL of tool.
- Example: Microsoft Copilot. “Describe Hamlet’s philosophical struggle with action and inaction and how it impacts the outcome of the play.” Copilot, 17 Apr. 2024, https://copilot.microsoft.com.

APA Format Example

To cite AI in APA format, you should include the name of the company, the year and date, a description of the media in brackets, the name of the model, and the web address.

- Format: Company, year of version, name of model including date, [media descriptor], general URL of tool.
- Example: Microsoft Copilot. (2024, April 17). [Chat message]. Copilot. https://copilot.microsoft.com.

Sample Disclosure of AI Use

Sometimes a full citation isn't needed for every small task, but you still need to be transparent about how you used the tool. You can place a disclosure like this at the beginning or end of your document:
"AI was used in the following ways to support the research and development of my project:

- Brainstormed ideas and narrowed down my topic using Microsoft Copilot.
- Conducted initial research using Perplexity.
- Edited and proofread my final draft using Grammarly."

Important Reminders for Citations

- Always Ask Your Teacher: Different assignments may require different levels of detail. Always check with your teacher to see if they want a full citation or a simple disclosure.
- Cite Images Too: If you use an AI tool to create an image for a presentation, include a note with the tool's name, the year, and the prompt you used (for example: "Image generated with Adobe Firefly using the prompt 'field of bluebonnets,' 2024").
- Be Prepared to Share History: To stay accountable, you should be ready to show your AI chat history to your teacher if they ask to see how you developed your ideas.

For additional information, visit the below links on common citation practices.

MLA Style - Generative AI
APA Style - ChatGPT
Chicago Style - Generative AI

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Disclosure of AI Involvement

The SPS AI Handbook was developed through a collaborative human-in-the-loop process involving district administrators, educators, and the AI Governance Committee. Generative AI (including models such as NotebookLM and Google Gemini) was utilized to assist in adapting initial frameworks, drafting "lived experience" scenarios, and ensuring all content aligned with the SPS 2023–2028 Strategic Plan.

Every section of this handbook underwent rigorous review and final editing by Springfield Public Schools staff to ensure factual accuracy, compliance with board policy, and ethical alignment with our district values of AI use.

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