

ARTIFICIAL INTELLIGENCE GUIDELINES



NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT 2026-2027

INTRODUCTION

SCOPE.....

DEVELOPING & PROMOTING AI LITERACY

RESOURCES AND PROFESSIONAL LEARNING

OVERALL RESPONSIBLE USE OF AI TOOLS.....

GENERATIVE AI USE BY EDUCATORS, SCHOOL LEADERS, & STAFF

GENERATIVE AI USE BY STUDENTS

SUCCESSFUL AI IMPLEMENTATION IN SCHOOLS

PROHIBITED USE OF AI TOOLS.....

ADVANCING ACADEMIC INTEGRITY.....

APPENDIX A: GLOSSARY OF TERMS.....

INTRODUCTION

The North Middlesex Regional School District (NMRSD) envisions a thoughtful and strategic integration of Artificial Intelligence across both instructional practices and district operations to support district priorities. We aim to leverage AI-powered tools and resources in a manner that empowers educators, centers student experiences, and improves administrative processes to create inclusive educational environments. We are committed to a responsible and ethical approach, continuously evaluating its impact and risks to ensure that its implementation aligns with our core values of equity, access, and opportunity for every learner.



Artificial Intelligence (AI) is a branch of computer science focused on creating systems capable of performing tasks that typically require human intelligence. AI is increasingly a part of our lives in ways we may not even notice. From personalized recommendations on streaming services and e-commerce platforms to virtual assistants, facial recognition technology, and self-driving cars, AI has transformed how we live, work, and interact with the world around us.



Generative AI (GenAI) is a subset of AI that focuses on creating new content, such as text, images, audio, and code. Perhaps the most well-known example of GenAI is ChatGPT, which is a type of large language model (LLM) chatbot. LLMs are trained on massive amounts of text data and can generate remarkably human-like text based on patterns in language found in the training data. While the output may seem human and intelligent, it works by computing the most likely outcome based on patterns in language, very much like how autocomplete works.

These guidelines are designed to provide a framework for the responsible and effective integration of AI within NMRSD, grounded in the following beliefs.

Human-Centric Approach	AI should be used to support and/or enhance human capabilities, not replace them. It is essential to maintain the central role of human judgment in communication, decision-making, and student learning.
Equity & Inclusion	AI implementation should be designed thoughtfully to promote equitable access to educational opportunities for all students, regardless of their background or learning needs.
Responsible Use	GenAI tools should be used in a manner that is socially responsible, safe, and legal. This includes prioritizing privacy and security of student and staff data, being mindful of potential biases or misinformation, and

	avoiding overreliance.
Purposeful Use	AI should be used to support meaningful goals, improve experiences for students and staff, and reflect our values. We recognize its risks, including bias, overreliance, and environmental impact, and commit to using AI only when it adds clear value to teaching, learning, or district operations.
Transparency & Academic Integrity	Students and staff are expected to acknowledge the use of GenAI tools and ensure that submitted work reflects their own understanding and effort. This includes citations or disclosure and clear communication about when and how GenAI tools are being used, what data they are processing, and how they arrive at their conclusions or recommendations.
Intentional Misuse	Students and staff are expected to follow all school rules outlined in the student handbook, adhere to our core values, and utilize artificial intelligence with respect for oneself and others.

SCOPE

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support. The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, behavior, and security. We commit to adopting internal procedures to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide. We are committed to evaluating AI tools for harmful biases and ethical concerns, ensuring they effectively serve our diverse educational community.
2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility, and protect against harmful content. We will not share personally identifiable information

with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, how to use it properly, as well as its limitations, implications, and ethical considerations. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.
4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and harmful bias.
5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.
6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as "critical consumers" of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.
7. **We commit to auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

DEVELOPING & PROMOTING AI LITERACY

Responsible and safe use of AI begins with AI literacy, both for staff and students. AI literacy is a necessary skill for all, even those who choose not to use AI tools, because everyone is exposed to AI-generated content and is impacted by decisions made by AI as these tools become embedded in all aspects of our lives.

AI literacy is the ability to understand, evaluate, and use AI technologies in a responsible, safe, and effective manner. It encompasses a range of skills and knowledge, including:

- **Understanding AI concepts:** a basic understanding of what AI is, how it works, its various applications, and the limitations of AI.
- **Evaluating AI-generated content:** the ability to recognize that AI-generated content may contain errors and bias, and critically evaluate the accuracy and

reliability of AI-generated content.

- **Using AI tools effectively and purposefully:** the ability to use AI tools to support and enhance our skills, not to replace our thinking.
- **Recognizing risks and ethical implications:** understanding the ethical and societal implications of AI, including issues of privacy, fairness, the future of jobs, loss of critical thinking, and risk of overreliance, and impact on the environment.
- **Adapting to an AI-driven world:** learning to navigate a future in which AI plays an increasingly prominent role in all aspects of life by staying informed and current about this rapidly evolving technology.

LIMITATIONS & CONSIDERATIONS FOR GENERATIVE AI

Like any new technology, GenAI offers significant potential benefits, but also has limitations that present important risks and ethical questions. Balancing benefits against risks is an important part of AI literacy.

Hallucinations or AI fiction: GenAI works by making up a sequence of words and phrases that is statistically most likely. While the generated content is usually correct, it can sometimes produce outputs that sound convincing but are incorrect and fictional.

Algorithmic bias: AI learns from data it has been trained on, so it will take on bias reflected in the data. Because AI learns largely from information that is on the internet, any cultural or societal bias that the internet exhibits will be mirrored or even amplified in the AI's output.

Knowledge base is limited by the training data: AI systems are trained on existing data and may have limited knowledge of very recent current events. Other limitations include little-known subjects and languages that do not have a strong online presence.

Lack of true understanding: LLMs specialize in recreating human language. While they can create coherent text that seems to make sense, they do not actually “understand” the content. Similarly, they lack the ability to make inferences from context or common sense like humans can.

Intellectual property concerns: AI is trained on vast amounts of data, such as text and images, often used without the copyright owner's consent. This raises ethical questions around creators' rights and the originality of AI-created content.

Inability to identify a source: Because GenAI works by statistically analyzing enormous amounts of data, it is not able to identify the source of content that it creates. (Some tools like Gemini mitigate this by identifying sites that corroborate the new content.)

Environmental impact: Generative AI requires a lot of computing power, which consumes a large amount of energy and water around data centers. The computing hardware also contributes to increased e-waste.

Risk of overdependence or addiction: GenAI generates quick responses that provide instant gratification and has a tendency to agree to human prompts. These qualities contribute to the risk of AI addiction and overreliance.

Some of these limitations and concerns may be resolved while new ones arise as the technology rapidly evolves. It is important to stay up to date on new technologies as we navigate the integration of AI.

PROFESSIONAL LEARNING

The NMRSD is committed to providing ongoing support for AI literacy and resources as they become available to ensure the successful and responsible use of AI by our educators, school leaders, staff, and students.

- **Approved Tools List:** AI tools are constantly evolving, with new AI tools being developed or AI features added to existing tools. Tools may have restrictions on who they are available to. The current list of approved tools is below:

Name	Description	Status
Adobe Express	Online design platform for creating posters, graphics, and more. AI features such as text-to-image are integrated within Adobe Express.	Approved for all staff Approved for all students
Canva	Online design platform for creating graphics, video, presentations, and more. AI features, including text-to-image, can be found in Magic Studio within Canva. Additional AI features are available in CanvaAI for staff only.	Approved for all staff Approved for all students
Gemini	General-purpose AI chatbot with image, text, and coding capabilities. Users can also create custom chatbots using Gems. Gemini is a secure tool IF USED FROM YOUR NMRSD GOOGLE ACCOUNT	Approved for all staff Approved for all students

NotebookLM	Research and note-taking AI tool developed by Google that allows users to add their own source documents. NotebookLM is a secure tool IF USED FROM YOUR NMRSD GOOGLE ACCOUNT.	Approved for all staff Approved for all students
Solara	An AI-powered tool within Panorama with ready-made prompts and tools to create lesson plans, rubrics, grade-level texts, and more.	Approved for all staff
Nearpod	Nearpod is a student engagement platform with ready-to-run lessons that can be delivered through both live and student-paced formats. Quizzes can be created using AI on the platform.	Approved for all staff
Brisk Teaching	Web-based, AI-powered tool for automating some key classroom tasks such as lesson plans, student feedback, rubric creation, and more.	Approved for all staff
ChatGPT	General-purpose AI chatbot with image and text capabilities.	Approved for all staff Blocked for students
Claude	General-purpose chatbot for generating text.	Approved for all staff Blocked for students
Curipod	An interactive lesson tool that uses AI to help educators to create classroom activities like polls, quizzes, and drawings. Create interactive lessons (manually or using the built-in AI generators) for students to join and interact with.	Approved for all staff
Diffit	A generative AI tool for helping teachers to generate resources in just about any format for their classes	Approved for all staff
Goalbook	A web-based platform that helps teachers create learning objectives and differentiated instruction for students.	Approved for all staff
Gemini Education	Gemini-powered AI tools embedded within Google Classroom to help you differentiate, brainstorm activities,	Approved for all staff

	and create assessments or rubrics.	
MagicSchool	Generative AI platform used to produce a variety of educational and teaching- related content such as unit plans, math lessons, and more.	Approved for all staff Approved for students with teacher invitation
Padlet	An online platform that functions like a virtual bulletin board, allowing users to collaboratively share various types of content like text, images, videos, and links.	Approved for all staff Approved for students with teacher invitation
Read & Write for Google	Provides personalized support to make documents, web pages, and common file types in Google Drive (including: Google Docs, PDF & ePub) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles.	Approved for all staff Approved for all students
Seesaw for Schools	A platform that combines instructional tools, standards-aligned lessons, student portfolios, and inclusive communication features for students, teachers, and families.	Approved for all staff Approved for all students
SmartSchool	AI teaching assistant for K-12 math educators, capable of grading student work and providing instant, personalized feedback.	Approved for all staff
Zoom AI Companion	An AI notetaker feature within Zoom.	Approved for all staff
Take Notes for Me in Google Meet	An AI notetaker feature within Google Meets	Approved for all staff
coteach.ia	AI teaching assistant to support Illustrative Math implementation.	Approved for all staff
MAGMA Math		
XEROX Workflow Central (Translations)		

PLEASE NOTE: Just because a tool is 'approved' does not give the student (or staff member) a license to utilize that tool for all tasks.

- **Professional Learning Opportunities:** The NMRSD will offer a variety of professional learning opportunities to help educators and staff develop their AI literacy and effectively integrate AI into their work. These opportunities will include on-demand online courses, synchronous webinars, and in-person workshops.

In addition, the NMRSD Technology Department will provide technical assistance and support for the implementation of AI tools, including evaluating tools and providing professional learning for district-approved tools.

OVERALL RESPONSIBLE USE OF AI TOOLS

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.¹⁷ Below are some examples of responsible uses that serve educational goals.

Student Learning

- **Aiding Creativity:** Students can use generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can serve as a supplemental partner for students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will cannot be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating resources, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

GENERATIVE AI USE BY EDUCATORS, SCHOOL LEADERS, & STAFF

GenAI offers numerous opportunities for educators and school leaders to enhance their practice, streamline tasks, personalize learning, and provide support for multilingual learners and students with disabilities. However, they must also be aware of the risks of over-reliance on AI, the potential for bias in AI-generated content, and the importance of maintaining human oversight in all educational

decisions, such as grading.

To ensure responsible and safe use of GenAI, educators, school leaders, and staff must:

- Never upload any personally identifiable information or confidential information into an AI tool. This includes, but is not limited to, personnel and student record information.
- Adhere to district policies, including the NMRSD Acceptable Use Policy, and only use the aforementioned approved AI tools.
- Use GenAI tools to support and enhance their work, rather than to replace their own critical thinking and effort.
- Understand the limitations of AI and critically evaluate the accuracy of any information or content generated by AI.
- Exercise transparency when using AI by disclosing and/or citing the use.

Educators and staff are encouraged to consider the following steps for the purposeful use of AI:

- ① Begin with a clear **Problem of Practice** that can be solved using an AI tool. Not all problems can or should be solved by AI.
- ② Identify an **approved AI tool** based on what your inputs are, what your desired output is, and what you wish the tool to accomplish.
- ③ Collaborate with fellow educators in your school and keep administration apprised of potential new AI tools as they are identified..
- ④ **Verify output** and apply human judgment to ensure accurate and fair outcomes that you feel comfortable being 100% accountable for.
- ⑤ **Evaluate outcome** and identify next steps.

The following table presents a list of potential AI use cases by staff. The list does not imply that the use case is appropriate for all staff, in all instances. The list is also not a recommendation that educators and staff should use AI for the particular task. NMRSD will establish training on specific use cases to ensure greater understanding and responsible usage for staff.

Potential Uses of AI by Educators & Staff	Inappropriate Uses of AI by Educators & Staff
Adaptations and Modifications in HQIM: AI can support educators in developing accommodations and modifications that help all students access High-Quality Instructional Materials (HQIM). By analyzing instructional goals and student needs, AI tools can suggest strategies such as text engineering, visual supports, and alternative formats that ensure alignment with the original curriculum while maintaining grade-level rigor. AI as a thought partner: Use AI to support idea development by offering feedback, generating alternative perspectives, and identifying potential challenges. When AI is used to assist in providing student feedback, educators should be transparent and ensure students understand how AI contributed to the response. Create a custom chatbot for classroom use: Educators can design chatbots aligned to an HQIM unit of study to help students engage more deeply with the content. It is recommended that educators collaborate with colleagues when building chatbots, especially during initial development, to ensure accuracy, alignment with instructional goals, and equitable access for all learners. Assessment or survey design: Draft	Using unapproved AI tools: Educators may not use unapproved AI tools for work-related tasks, as they may pose a risk to District network security and data privacy. Sharing confidential or private information: Staff must not use AI tools in ways that compromise the confidentiality of student or staff information or intellectual property. Leveling texts: Instead of limiting students to leveled texts, provide access to complex texts using scaffolds, explicit reading strategies, UDL 3.0 principles, and intentional academic vocabulary development. Replacing professional judgment: Staff must always review and validate AI-generated content before using it or sharing with others. Making decisions without human oversight: AI should not be used to make decisions that impact students or staff without human review and approval, including grading and determining if something is AI-generated. Impersonating others: Students and staff may not use AI to impersonate other staff members, students, parents, or community members.

Potential Uses of AI by Educators & Staff	Inappropriate Uses of AI by Educators & Staff
quizzes, rubrics, project prompts, or surveys. Communication: Draft administrative emails, newsletters, agendas, and announcements. Documentation: Summarize documents, create reports, and generate meeting minutes. Data analysis: Analyze data to identify trends, generate insights, and inform decision-making. Translation: Generate a first draft of translations.	

GENERATIVE AI USE BY STUDENTS

Students may benefit from GenAI by having access to personalized learning experiences, enhanced creativity tools, and support for language learning. However, they must be aware of the risks of overreliance and loss of critical thinking skills, plagiarism, and the potential for AI to generate inaccurate or biased information.

To ensure responsible and safe use of GenAI, students must:

- **Always follow classroom and/or school guidelines or policies regarding the use of Gen AI for schoolwork.** Seek permission from their teacher if they are unsure about the guidelines.
- Use GenAI tools to support, supplement, and enhance learning, rather than to replace their own critical thinking, skill building, and effort.
- Adhere to district policies, including the NMRSD Acceptable Use Policy and the Student Handbook.
- Never upload any personally identifiable information or confidential information into an AI tool.
- Verify the accuracy of any information or content generated by AI.
- Follow citation and/or disclosure guidelines provided by their teacher or school.
- Follow Terms of Use and age restrictions on GenAI tools. **Many tools are restricted to students over 13 years of age; some are 18+ and should only be used by staff.**

The following table lists examples of potential AI use by students. This list in no way implies that students should always use AI for the listed task, nor does it suggest that students are encouraged to use AI for the task. Just as a calculator may be appropriate for completing some math assignments but not for others, AI use is a case-by-case decision that must be made by the teacher based on the learning goals of the assignment.

Potential Uses of AI by Students (with teacher permission)	Inappropriate Uses of AI by Students
Brainstorming: Explore different perspectives, expand on or evaluate initial ideas. Feedback and revision: Provide feedback for writing, acting as a writing coach to suggest ways to improve essays. Creating accessible materials: Use text to speech, or generate alternative text descriptions for images. Study helper: Use GenAI to quiz themselves on particular content to help prepare for a test. Conversation partner: Use GenAI as a language partner, to ask interview questions, or practice debate when a human partner is not available. Supporting executive functioning skills: Use GenAI to get advice and coaching on time management or task organization.	Using GenAI without teacher permission or against classroom/school guidelines: Students must always follow school or classroom guidelines when using GenAI tools for an assignment. Using GenAI to replace critical thinking: Students must use AI to enhance their learning, not to replace the skills that they should be learning in the lesson. Using GenAI to complete assessments: Students must not use GenAI to complete quizzes, tests, or assessments designed to evaluate their skills. Plagiarism: Students must not submit AI-generated content as their own work without citation. Generating and spreading false, misleading, or harmful content: Students must not use GenAI tools to create or spread misinformation, deepfakes, engage in cyberbullying, or other forms of deceptive or defamatory content.

SUCCESSFUL AI IMPLEMENTATION IN SCHOOLS

AI is increasingly integrated into the tools that students and teachers use every day, often operating in the background, making it difficult to detect or avoid its use. In addition, students have access to AI at their fingertips on their personal devices at school and at home. Given this ubiquitous nature, a simple ban on AI is no longer

practical.

Schools and teachers should prioritize teaching the responsible use of AI and preventing its misuse, rather than trying to ban its use. A proactive approach to responsible AI use begins with clear guidelines and communication from the school and teachers that is reinforced through the AI literacy and effective assignment design by teachers.

School and Classroom Guidelines

As a first step, schools are encouraged to amend existing documents, such as the Student Handbook, with additional guidance around AI. School AI Guidance should allow for flexibility depending on factors such as the nature of the assignment, learning goals, and more. A one-size-fits-all approach is not recommended. A sample AI Student Agreement is below in the toolkit [AI School Toolkit](#)

In addition to schoolwide guidelines, teachers are encouraged to amend their class syllabus with AI guidelines, including permissible and impermissible AI use, with examples where needed, any tools being used for AI detection (if any - see below), and consequences for improper use of AI. Teachers may also consider providing guidance for each assignment depending on the nature of the assignment.

Effective Assignment Design

Another important approach for preventing the misuse of AI is to design assignments with AI in mind, regardless of whether you wish to limit, permit, or encourage its use.

AI-Resistant Assignment	AI-Integrated Assignment	AI-Driven Assignment
When AI use is not desired, assignments should be designed in such a way that they are resistant to being completed by AI, including paper-and-pencil assignments, monitoring in-class technology use, emphasizing personal connection, and more. <i>Please see our website for additional strategies.</i>	In AI-integrated learning, students may use AI for certain part(s) of an assignment to support learning, such as getting feedback, using an AI generated quiz, etc. Educators should think about how AI can support/enhance student learning and which part(s) of the assignment is most suitable for AI, and provide clear guidelines for AI use and documentation.	Educators can also design lessons where AI is fully integrated into the learning experience, such as using an AI chatbot as an extra team member on a group project. Consider how AI can transform a learning experience in ways that would not be possible without the use of AI, while providing students with opportunities to reflect on and express their learning.

(Adapted from <https://spencereducation.com/a-continuum-for-using-ai-in-schools/>)

Any assignments that permit the use of AI should be accompanied or preceded by AI

literacy lessons so that students are aware of the risks and limitations of AI and use it effectively. In addition, educators should also consider that some students may be reluctant to use GenAI. Use of GenAI should be a choice, and assignments should be designed in such a way that it does not penalize students who choose not to use AI.

When considering the level of AI use on an assignment, teachers should also consider the potential for AI tools to provide just-in-time support for students who may not have access to extra help outside of the classroom. Teachers should also consider students' individual accommodations and/or language proficiency and allow the use of AI tools when appropriate.

Student Age

Note that the use of AI tools by students must also take into **consideration the age restrictions of AI tools**. Many tools require users to be 13 years of age; some are 18+. AI guidelines for an elementary school may look different from AI guidelines in high school. Always check Terms of Use and abide by age restrictions when using an AI tool in the classroom.

Promoting AI Literacy

AI literacy is an integral part of responsible AI use. It is essential to promote AI literacy among students regardless of whether or not AI use is permitted in class, as recent study suggests that students who have received instruction in AI literacy are less likely to use AI inappropriately.

Schools are also encouraged to host family engagement events to share awareness for AI. Even young children are often exposed to AI through learning games and social media. Engaging families in conversations about the benefits and risks of AI is important to keep students safe and reinforce responsible use.

PROHIBITED USE OF AI TOOLS

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/cyberbullying/discrimination/harassment:** Using AI tools to manipulate media (i.e., Deepfakes) to impersonate others for bullying, cyberbullying, discrimination, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.

- **Over-reliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff may not copy from any source, including generative AI, without prior approval and adequate documentation. Students may not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect harmful societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by multilingual learners. Staff and students will be taught to understand the origin and implications of harmful societal bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping “humans in the loop.”
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

School Management and Operations

- **Compromising Privacy:** The District will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies:** We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

ADVANCING ACADEMIC INTEGRITY

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and potentially minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)

APPENDIX: GLOSSARY OF TERMS

Artificial Intelligence (AI): The ability of a machine to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.

Algorithmic Bias: In AI, bias refers to the tendency of a system to produce results that are systematically skewed, unfair, or prejudiced. Bias can arise from flawed data or algorithms.

Deepfake: Images, videos, or audio that have been edited or generated using AI-based tools or AV editing software that is often used to misinform or defame someone.

Generative AI (GenAI): A type of AI that can create new content, such as text, images, audio, and code.

Hallucinations: a phenomenon where a generative AI model produces information that is false, nonsensical, or factually incorrect, and presents it as if it were true and coherent.

Large Language Model (LLM): A type of generative AI model that is trained on massive amounts of text data and can generate human-like language.

Misinformation: False or inaccurate information, especially that which is deliberately intended to deceive.

Overreliance: Excessive dependence on AI tools, which may lead to unrealistic expectations of AI capabilities and hinder the development of critical thinking and other essential skills.

Plagiarism: The act of presenting someone else's work or ideas as one's own, with or without their consent, by incorporating it into one's work without full acknowledgment.

Training Data: The set of data that was used to train the AI tool. In the case of LLM chatbot, the training data consists of a wide range of digitized text found on the internet.