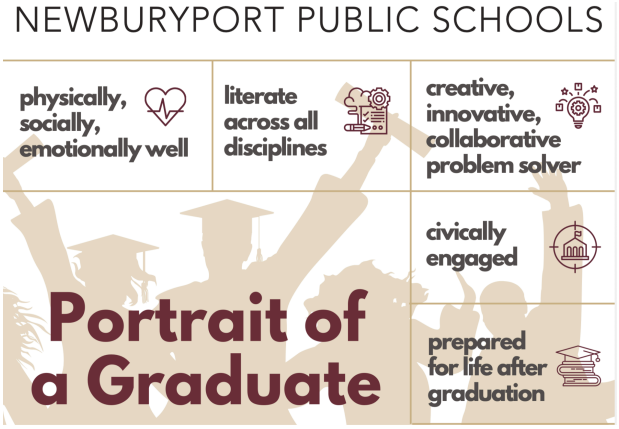
Guidance on the Use of Artificial Intelligence

Newburyport Public Schools
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The purpose of this guidance is to identify guiding principles and define expectations for the use of artificial intelligence in Newburyport Public Schools (NPS).



The NPS Portrait of a Graduate (PoG) vision is to provide students with the skills, knowledge and mindsets to become:

- *literate across all disciplines,*
- *creative & collaborative problem solvers,*
- *physically, socially & emotionally well,*
- *civically engaged and*
- *prepared for life after graduation.*

The PoG vision is the foundation for this guidance. Any change in instructional approach or operational practice should reflect an intentional decision to help us meet our PoG vision. As we consider the appropriate and responsible use of AI, the PoG vision will continue to serve as a guide.

Change is constant. We understand that the rate of technological change and development means that decisions around appropriate and responsible AI use will need to be considered on an on-going basis.

The central question is not simply whether AI will be used. We must consider whether AI supports student learning, thinking, feedback, revision, and productive struggle; or whether it replaces the work students need to do on their own to learn.

Four principles will guide responsible and flexible decision-making related to AI use.

Guiding Principles

1) **Safety, Security & Trust**: Protecting the safety, security, privacy and trust within our school community is our top priority. AI tools/products must protect data privacy, school security, and student safety, while minimizing risks related to inaccuracy, bias, misinformation, overreliance and unfair use.

   Questions to consider:

   a) **Compliance & Privacy**
      i) Is the product compliant with & will our use be compliant with all relevant regulations and rules including but not limited to:
         (1) FERPA (Family Educational Rights and Privacy Act)
         (2) CIPA (Children's Internet Protection Act)
         (3) COPPA (Children's Online Privacy Protection Act)
         (4) HIPAA (Health Information Privacy)
         (5) Local Policies (School Committee & Handbooks)

   b) **Safety & Appropriateness**
      i) Are the AI tool(s) and its outputs appropriate for the targeted students/staff?
      ii) Does the AI tool have safeguards to prevent or limit inappropriate or harmful outputs?
      iii) Are age limits, supervision, use or other guardrails needed?

   c) **Accuracy & Fairness**
      i) What process is in place to ensure AI generated information is accurate?
      ii) Could the use create risks related to bias, misinformation, overreliance, or unfair application?
      iii) Are expectations with respect to the tools and its use clear to students, staff, and families?

2) **A Human-First Framework:** We value learning experiences that promote genuine human interactions among students, staff, and families. AI tools/products should support human connection, student thinking, creativity, and the constructive struggle, not replace the learning experiences that help students grow.

   Questions to consider:

   a) **Human Connection**
      i) Does the use of AI limit or replace meaningful interaction among students, families, and staff?
      ii) How might the use of AI negatively impact relationships, trust, or the interpersonal process of learning?

   b) **Learning Process**
      i) Does AI support the learning objective or purpose of the task?

ii) Does AI help students develop the intended skill, or do the skill for them?
iii) Does AI support productive struggle, feedback, revision, reflection, accessibility, differentiation, or specialized instruction?
iv) Does the AI augment rather than replace the role of the educator?

3) **Schools are a "Real World" Bridge:** AI tools/products are impacting our personal and work worlds. Students should have guided opportunities to learn how AI tools/products work and how to critically and ethically use them.

Questions to consider:

a) **AI Literacy**
   i) What should students understand about AI at their grade level?
   ii) How will students learn to evaluate, question, and verify AI output?
   iii) How will students recognize that AI can be useful, incomplete, biased, or inaccurate?

b) **Responsible Use**
   i) Do students know when AI use is permitted, limited, prohibited, or should be disclosed?
   ii) What ethical issues should students understand when using AI?
   iii) How does AI use prepare students for future academic, civic, or career contexts?

4) **Ongoing Evaluation & Responsible Implementation**: AI technology is evolving quickly. NPS will review AI tools and practices as an ongoing basis to ensure they are and remain safe, useful, equitable, instructionally sound, and aligned with district goals.

Questions to consider:

a) **Review & Readiness**
   i) Has the tool or use been reviewed by the NPS Technology Office?
   ii) What professional development, student instruction, and communication is needed before implementation?

b) **Monitoring & Adjustment**
   i) How will effectiveness, safety, and instructional value be monitored?
   ii) How will feedback or concerns from students, staff, and families be collected?
   iii) Is there a process to pause, limit, or discontinue use if concerns emerge?

Defining Responsible & Prohibited Use

To support a clear and shared understanding of appropriate use of AI, these guidelines translate the guiding principles into expectations for responsible use of AI within NPS, including expectations with respect to ethical practices, teaching and learning, AI literacy, and professional development.

Ethical Practices

All members of the NPS community will take responsibility for their own work regardless of tools used to generate materials or products and will avoid prohibited use of AI. Students and staff will be held responsible for the products they produce.

- Use Cases
    - Educators will use the guiding principles and their discipline expertise to make decisions about the use of AI in courses & projects. Teachers will share clear expectations for AI use. Below is an example template educators may use:

Red	Yellow	Green
AI may not be used	AI may be used only in ways identified by the teacher	AI use is expected as part of the assignment, but should be documented by the student

- Prohibited Use – staff use of AI tools or products that are not compliant with local, state and federal regulations will be prohibited. In addition, the following student & staff uses are not allowed:
    - **Privacy, Security & Approval**
        - Use of tools or products not specifically reviewed by the NPS Technology Office
        - Entering personally identifiable student or staff information (PII) into an AI tool unless the tool has been reviewed and approved by NPS Technology office for that purpose
        - NPS district assigned staff and student accounts must be used for all school-related work
    - **Academic Integrity & Misrepresentation**
        - Using AI to complete work in a way that misrepresents a student's own learning, thinking, or skill development
        - Any use that would violate rules & expectations outlined in the Student Handbook (see school websites)

- **Likeness, Impersonation & Harmful Content**
  - Generating images or videos using likeness of staff or students
  - Using AI to impersonate another person or create misleading, harmful, harassing, or inappropriate content
  - Please also see the NPS anti-bullying policies

Teaching & Learning

AI tools and products that support the vision of the Portrait of a Graduate and meet the guiding principles and ethical practice expectations outlined above may be used in teaching and learning.

- Examples include:
  - Course materials – educators may find AI to be useful in supplementing course materials. Educators are responsible for using their professional expertise to ensure the quality and accuracy of materials produced.
    - Differentiating, individualizing or personalizing instructional materials
    - Developing custom worksheets or assessment questions
  - Instruction – educators may find AI tools provide an effective instructional strategy. Below are some examples:
    - Brainstorming project ideas
    - Editing and revising
    - Completing a citation
    - Enhancing accessibility of an assignment (e.g., speech to text, translation, organization)

AI Literacy

Responsible AI use requires students to understand AI, not just use it. NPS will work toward incorporating AI literacy across all grade levels and academic disciplines so students learn what AI is, how it works at an age-appropriate level, how to evaluate AI-generated information, and how to use AI ethically and responsibly.

AI literacy will be built into:

- K-12 Digital Citizenship Curricula
- Discipline-specific lessons (e.g., ethical use of generative AI in art, research, writing, data analysis, and media creation)
- Tool-specific AI literacy

Professional Development

NPS will support administrators and educators in responsibly and effectively using AI through ongoing professional development. Three levels of professional development will support developmentally appropriate, discipline-based decision-making:

- **District-wide** training to ensure shared understanding of AI literacy and district procedures.
- **School-level** faculty meetings to develop and implement age-appropriate protocols and curricula.
- **Discipline-based** workshops to create opportunities for educator expertise to support innovation and learning within the content areas.