

Section 1: Purpose and Commitment

As students develop the skills and characteristics outlined in the [NHPS Portrait of a Graduate](#), they will encounter Artificial Intelligence (AI) and other evolving technologies. AI can serve as a tool to support learning, but it will never replace the essential human capacities (critical thinking, creativity, communication, empathy, and resilience) that define the NHPS graduate. When used appropriately, AI can enhance learning experiences, promote critical thinking, and prepare students for the future. However, educators will empower students to question, evaluate, critique, and thoughtfully use AI as one of many resources in an ever-changing world.

For the purposes of this policy, Artificial Intelligence (AI) refers to technology that completes tasks with human guidance. AI can learn from data to improve over time. It can be in the form of software or physical machines. It includes tools like machine learning and systems designed to solve tasks requiring human-like cognition, perception, planning, or communication. AI can generate new and original content such as text, images, videos, code, music, data, or other content. However, it is crucial to ensure that AI, when used by staff and students, is used responsibly in the school environment, avoiding plagiarism and the propagation of misinformation, bias, or harmful content. This policy acknowledges the transformative potential of generative Artificial Intelligence (AI) in education while emphasizing responsible, ethical, and equitable use.

This policy applies to all AI software, services, and appliances used on school premises, during school-sponsored activities, and in the completion of school-related work. This includes developed, procured, and embedded AI.

Section 2: General Guidelines for AI Use

All AI use in NHPS schools shall be guided by the following principles:

- **Ethical Responsibility** – Promote transparency, academic integrity, fairness, and inclusivity.
- **Privacy and Security** – Adhere to Family Educational Rights and Privacy Act (FERPA), Children’s Online Privacy Protection Act (COPPA), and Academic Disabilities Act (ADA). Adhere to all student data privacy laws.
- **Critical Thinking** – Encourage analytical engagement and recognition of AI limitations.

- **Equitable Access** – Ensure all students and staff have access to district-approved AI tools.
- **Digital Literacy and Informed Use** - Provide guidance to students and staff on how and why to use AI-generated materials; the ethical boundaries when using AI, the potential biases of AI-generated content, and the importance of not compromising their safety or intellectual property by sharing personal or private information with AI tools.
- **Accountability** -Accept responsibility for decisions influenced or supported by AI, ensuring that professional judgment is never relinquished to automated systems. Educators and administrators must maintain oversight and ethical discernment when integrating AI into educational practice.

Section 3: Staff Use of AI

Staff may leverage district-approved AI tools for instructional and administrative enhancement while maintaining the educator’s central role in the process. All AI usage requires alignment with New Haven Public Schools’ curriculum, academic standards, assessments, and evidence-based instructional practices.

3.1 Sample Permitted Uses

- **Lesson Design** – Generate ideas, prompts, and differentiated resources.
- **Assessment** - Design rubrics and performance tasks, assist with grading, and generate meaningful feedback to support student learning.
- **Research and Content Creation** – Facilitate efficient exploration of information.
- **Communication Tools** – Streamline emails, newsletters, correspondence, and reports.
- **Feedback** – Generate clear, personalized, and constructive responses that help students and staff reflect and take actionable steps for improvement.

3.2. Instructional Practices

- Create assignments that challenge students to integrate AI tools responsibly, fostering higher-order thinking.
- Clearly communicate whether AI use is allowed for an assignment, and specify acceptable tools and purposes. Scaffold AI use to align with instructional goals and student learning outcomes.

3.3 Equity, Access & Collaboration

- Teachers are responsible for ensuring that all students have equitable access to district-approved AI tools when specified tools are required for instructional activities or assignments.
- Collaborate with colleagues to share effective practices and explore opportunities.

Section 4: Student Use of AI

- Students may engage with district-approved AI tools as learning partners under teacher guidance. All use of AI must reflect a commitment to academic integrity and align with established ethical standards. AI tools are intended to support—not substitute—the student’s original thinking, creativity, and sustained effort.

4.1 Sample Permitted Uses

- **Academic Support** - Using AI to generate ideas, refine essays, or receive feedback on drafts to support learning and comprehension.
- **Research Assistance** - Employing AI for summarizing information or exploring topics, including the enhancement of subject-specific learning and skill development.
- **Skill Development** - Enhancing digital literacy and critical thinking skills by understanding AI’s capabilities and limitations.
- **Creative Projects** - AI tools may be used for creative applications such as art generation, music composition, or design.
- **Study Assistance** – Generate study guides, flashcards, or explanations to support review and self-assessment.
- **Presentation Support** – Enhance clarity and design in slide decks, posters, or visual representations for class projects.
- **Project Management** – Use AI to plan timelines, organize tasks, or draft proposals for collaborative group work.

4.2 Learning

- Students will learn how to responsibly use AI tools by developing skills to cite AI-generated content appropriately, protect personal privacy, and uphold ethical standards in academic settings. They will also learn to identify potential bias, verify information accuracy, and apply AI in ways that support thoughtful, independent learning.

4.3 Academic Integrity

- **Academic integrity** is the commitment to honesty, trust, fairness, respect, responsibility, and courage in all academic work. It means producing one’s own work, giving proper credit to others’ ideas and contributions, and upholding ethical standards in learning, teaching, and research. Violations of academic integrity include plagiarism, cheating, fabrication, and other forms of dishonesty that compromise the credibility of academic achievement.

4.4 Prohibited Uses

- **Plagiarism** - Submitting AI-generated content without proper citation or representing it as original student work is considered academic dishonesty.
- **Misinformation** - Using AI to produce or distribute false, misleading, or harmful information is strictly prohibited.
- **Use of Unapproved Tools** - Accessing AI tools that are not authorized by school administration, or attempting to bypass school filters or safeguards, is not allowed.
- **Discriminatory Content** - Generating or sharing AI content that violates district policies related to equity, inclusion, or respectful communication is unacceptable.

Section 5: Oversight and Procurement Standards

5.1 Legal and Ethical Compliance

- Vendors must provide transparency regarding data collection, storage, and usage, ensuring compliance with FERPA, COPPA, ADA, and other relevant regulations.
- AI platforms must adhere to all federal, state, and local laws regarding data privacy, accessibility, and educational technology standards.

5.2 Data Privacy and Security

- Use encrypted platforms with secure data storage protocols.
- Vendors must offer transparency about data retention and deletion.
- AI platforms must use secure encryption protocols for data transmission and storage.
- Personally identifiable information (PII) of students, teachers, and staff must be safeguarded against unauthorized access.
- Vendors must disclose data retention policies and provide options for data deletion upon request.

5.3 Educational Value and Pedagogical Alignment

- AI tools must directly support district-approved curricula, instructional priorities, and state academic standards, reinforcing—not replacing—effective teaching and learning practices.

- All platforms must promote inclusive, equitable, and differentiated instruction that meets the diverse academic, linguistic, and social-emotional needs of all students.
- To ensure full accessibility, AI tools must comply with the Americans with Disabilities Act (ADA) and include features such as screen reader compatibility, language translation, and other assistive technologies.
- AI must not create or reinforce inequities based on factors such as socioeconomic status, disability, language proficiency, or learning differences. Platforms that fail to meet these requirements will not be approved for educational use.

Section 6: AI Committee and Continuous Improvement

A district AI Committee, including staff, students, parents, and community members, will guide the responsible integration of artificial intelligence in New Haven Public Schools. The AI Committee will ensure AI tools enhance teaching and learning, support equity and inclusion, and align with district goals. Through collaboration and thoughtful review, the AI Committee will help create a future-ready learning environment that empowers both students and educators.

References:

Connecticut Technical Education and Career System, Student Use of Artificial Intelligence Technologies [Policy], <https://www.cttech.org/wp-content/uploads/2023/12/Student-Use-AI-Policy-Nov-30-2023-1.pdf>, accessed on 6/2/25

State of Connecticut, Substitute Senate Bill No. 1103 Public Act No. 23-16 AN ACT CONCERNING ARTIFICIAL INTELLIGENCE, AUTOMATED DECISION-MAKING AND PERSONAL DATA PRIVACY. <https://www.cga.ct.gov/2023/act/Pa/pdf/2023PA-00016-R00SB-01103-PA.PDF>, accessed on 6/2/25

New Haven Public Schools, Portrait of a Graduate:

<https://docs.google.com/document/d/1OnstmZgv-RBdOA7MlXhRaDbg-xAAG4065w5FwesKbag/edit?tab=t.0>

Stratford Public Schools, BOARD OF EDUCATION POLICY: USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2768/SPS/5456824/6141.3273_Use_of_Artificial_Intelligence_AI_.docx.pdf, accessed on 6/2/25