ETHICAL AND RESPONSIBLE USE OF GENERATIVE AI

Nashua School District is committed to fostering a culture of academic integrity that nurtures the growth, learning, and the ethical development of our students. Recognizing the evolving role of technology in education and the importance of cultivating responsible and ethical behavior in the use of Generative Artificial Intelligence (AI) tools and resources (such as ChatGBT, Google Bard, etc.), AI presents exciting opportunities for enhancing learning experiences. We aim to guide our students and staff to utilize these tools in ways that align with our core values and principles.

A. Understanding Ethical Use of Generative AI:

Generative AI technologies offer innovative ways to engage with information and solve complex problems. It is important for students to understand that while Generative AI tools can assist in various tasks, maintaining integrity is paramount. Generative AI tools complement learning, seeking to enhance understanding rather than replace genuine effort.

B. Role of Teachers and Generative AI in the Classroom:

Teachers have the ultimate discretion to determine whether the use of Generative AI is appropriate for a specific assignment. Teachers may introduce Generative AI tools to supplement lessons, inspire curiosity, and spark innovative thinking. They are encouraged to explore creative ways to integrate Generative AI into the curriculum, fostering an environment where students can engage with technology responsibly and ethically. However, teachers also have the responsibility to ensure that the use of Generative AI in the classroom supports the development of critical thinking skills and the mastery of subject matter.

C. Appropriate Use of Generative AI

Students are encouraged to use Generative AI tools in ways that uphold academic integrity. This includes, but is not limited to:

1. **Citing Sources**: When incorporating AI-generated content or insights, students must properly attribute the sources and acknowledge the contributions of the Generative AI tools used.
2. **Production of Authentic Work**: Students must avoid using Generative AI tools to create work that does not genuinely represent their own comprehension and effort.
3. **Informed Decision-Making**: Students should engage with Generative AI tools thoughtfully, assessing their credibility, reliability, and suitability for the given task.
4. **Authorized Use**: Students should only use Generative AI tools in accordance with Teacher instructions on specific assignments.

D. Inappropriate Use of Generative AI in Schools by Students:

Students must be aware of behaviors involving Generative AI that are considered inappropriate within the school environment. The following actions are a breach of academic integrity:

1. **Plagiarism**: Utilizing Generative AI tools to submit work that is not one's own, incorporating content from AI-generated sources without citation, or improperly paraphrasing AI-generated content and representing it as one's own original work.
2. **Unapproved Collaboration/Unauthorized Assistance**: Employing Generative AI to assist in collaboration on assignments or assessments not expressly sanctioned by the teacher.

3. **Disruption of Classroom Environment**: Misusing Generative AI tools to disrupt classroom activities, hinder others' learning, or engage in inappropriate online behavior.
4. **Invasion of Privacy**: Using Generative AI to collect, share, or manipulate personal data, whether one's own or others', without proper consent.

E. Consequences of Misuse

Violation of academic integrity principles with the use of Generative AI is considered a Class III offense and will result in consequences in line with the District's discipline policy (JIC), Student Behavior Standards.

Legal Reference:

> ***Legal References Disclaimer****: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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