

TECHNOLOGY WITH PURPOSE:

LEARNING IN THE AGE OF AI



Marymount
New York

MARYMOUNT’S APPROACH:

Technology with Purpose

For one hundred years, Marymount’s mission has been to educate the hearts and minds of young women, empowering them with the skills, courage, compassion, and confidence they need to challenge, shape, and change the world. While the world around us has changed dramatically over the last century, our commitment to that mission has remained constant. Marymount has always been a place where tradition and innovation exist in harmony, where we embrace change while remaining firmly rooted in the RSHM values that define us.

Although educational tools, methodologies, and technologies have evolved over time, Marymount is unwavering in our purpose: to cultivate students who think critically and creatively, express themselves with purpose and clarity, and act ethically and justly. These enduring qualities are the foundation of a Marymount education and will continue to guide every decision we make.

It is also our responsibility to prepare students for a world increasingly shaped by technology. Artificial intelligence has already begun transforming the future our students will inherit, and it continues to evolve at an extraordinary pace. While AI can accelerate research, help generate ideas, and support creativity, it cannot replace human discernment. The ability to make wise decisions remains a vital skill we seek to foster in our students.

This guide brings together our approach to technology both in and beyond the classroom, and includes school policies, curriculum, and current research to help families navigate today’s digital landscape. Inside you will find:

- Marymount’s approach to technology and digital citizenship
- How and when technology and AI support teaching and learning
- School technology policies and expectations
- Age-appropriate guidance on devices, apps, social media, and screen time
- Tips for partnering with the School to support your child’s digital wellbeing
- Resources to help families have meaningful conversations about technology

This guide reflects our thinking at the beginning of the 2026–27 school year. We recognize that technology and our understanding of its impact will continue to evolve. As educators, we will continue to listen, learn, and refine our practices, just as families thoughtfully adapt to the changing role technology plays in their children’s lives. We hope to provide practical guidance, answer frequently asked questions, and reinforce what matters most: that school and home share a common goal in helping our students become thoughtful, responsible, discerning digital citizens.

Vision & Framework

Marymount believes that education is fundamentally a human endeavor. Technology at Marymount, including emerging technologies like generative AI, has a place in learning only when it supports the kind of human-centered, intellectually rich experiences we value for our students. We believe technology can meaningfully enrich learning when it is used with purpose.

In partnership with faculty across every division, we developed a shared framework to help faculty evaluate powerful learning experiences with technology. **At Marymount, a powerful learning experience is one in which students are actively engaged in meaningful, challenging work that sparks curiosity and joy, fosters agency and collaboration, and leads to deeper understanding, personal growth, and a sense of purpose, responsibility, and connection to the world around us.** Our faculty make decisions about whether to incorporate technology into a lesson based on what will best support these outcomes.

Does this technology support the lesson’s PURPOSE?			
P	Promote critical thinking	✔ Requires students to analyze, interpret, question, or reason independently	✘ Simply gives answers or bypasses a student’s own thinking
U	Uphold joyful learning	✔ Increases engagement, creativity, exploration, or imagination	✘ Makes learning rote or transactional
R	Reinforce skill building	✔ Supports practice, revision, feedback, or deeper understanding	✘ Replaces foundational skill development
P	Preserve productive struggle	✔ Preserves challenge, perseverance, revision, and intellectual effort	✘ Does the intellectual work for the student
O	Offer meaningful collaboration	✔ Strengthens discussion, peer learning, and partnerships	✘ Reduces authentic human interaction or student voice
S	Spark curiosity	✔ Inspires inquiry, questioning, creativity, or exploration	✘ Ends inquiry too quickly or discourages exploration
E	Encourage ethical decision making	✔ Helps students consider honesty, responsibility, bias, sustainability, privacy, and justice	✘ Encourages misuse, overreliance, or uncritical consumption

Developmental Approach

We aim to graduate students who remain thoughtful, ethical, creative, and deeply human in a world increasingly shaped by technology and who are equipped with the judgment, habits, and ethical grounding to navigate technology wisely.

This happens in time, with a gradual increase in responsibility, knowledge, and independence.

The divisional sections that follow reflect this progression:

- **Lower School: Wonder and Awareness** introduces technology as a tool students use with care and supervision while learning to notice, question, and explore;
- **Lower Middle School: Exploration and Responsibility** builds students’ capacity to use technology safely, ethically, and resourcefully, question what they encounter, understand how technology and AI are created, and use digital tools to support creativity and learning;
- **Upper Middle School: Critical Thinking and Voice** asks students to use technology responsibly and with integrity, evaluate sources and online interactions critically, and understand how AI can support rather than replace their own thinking and expression;
- **Upper School: Agency and Leadership** prepares students to choose technology strategically, use and cite sources transparently, critically examine the implications of AI, recognize the limits of technology, and advocate for its responsible and ethical use.

LOWER SCHOOL:

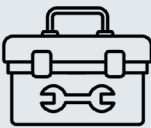
Wonder and Awareness



At the heart of teaching and learning in the Lower School is relationship building and the embodied experience of learning through play, exploration, and practice. Students begin to interact with technology under the guidance of their teachers. By the end of Class II, Lower School students should be able to:

- ✓ Notice and name how technology functions in their world. Students recognize that technology is a tool that can help us create or complete tasks.
- ✓ Ask questions about technology to satisfy their curiosity. Students wonder how things work and know to ask “why” and “how” about what they see.
- ✓ Use technology with care and supervision, practicing kindness, safety, and respect when using digital tools.

Lower School Tools & Rules



- All technology use is carefully monitored by faculty.
- iPads are stored at school for classroom use. iPads are pre-loaded with school-approved apps, such as IXL and ScratchJr.
- iPads do not replace the hands-on learning experience. Teachers use technology judiciously and may use iPads in developmentally appropriate ways to augment learning and support skill development.
- Student iPads do not include search engines, YouTube, or similar programs.
- Consistent with age-appropriate guidelines, students in Lower School do not use generative AI tools. These tools, including but not limited to ChatGPT and Claude, are not available on school-issued devices.
- Personal devices, including phones, tablets, smart watches, or other electronic devices, are not allowed in Lower School.

Learning with Technology



- Apply the design-thinking process: empathize, define, ideate, prototype, and test
- Build and program robots using block-based coding platforms designed for young learners (such as LEGO SPIKE)
- Engineer and construct 3-D designs
- Develop foundational computer programming skills using platforms like ScratchJr
- Explore circuitry, sound, and motion using tools such as littleBits
- Design and fabricate original creations using tools like the laser cutter & 3-D printer

Digital Literacy & Citizenship



- Students learn skills that they will apply in the future to digital contexts, such as:
 - Showing respect for oneself, others, the community, and the environment
 - Managing frustration; knowing when to ask for help
 - Establishing personal boundaries and distinguishing between strangers and friends
 - Asking for permission before taking photographs or videos
- Students reflect on the use of digital devices in society, learn how various forms of technology-based entertainment are designed to keep their attention, and consider healthy boundaries around device use.
- Students begin to understand issues of privacy as they relate to online communication.

Recommended Guardrails at Home



- Marymount does not recommend personal devices for students in Lower School.
- Technology should not replace in-person social interaction, reading, chores, and creative play.
- Reframe “boredom.” Children need time to process, imagine, and wonder.
- Parents are powerful role models for screen use. Talk about your own choices and communicate clear rules around screen use.
- Children should understand that personal devices require active and close adult supervision in addition to privacy settings and limits.
- Stay informed on recommended screen time limits for your child’s age, as outlined by the AAP (American Academy of Pediatrics).
- When using technology, creative screen use (drawing apps, coding, video creation) is preferable to passive consumption. Parents should prioritize high-quality, age-appropriate content (e.g., PBS Kids, Nat Geo Kids, educational games).
- We strongly discourage Lower School students from participating in group chats on iMessage and similar texting platforms that are available on phones and iPads. We encourage parents to delay online interactions and prioritize in-person interactions for as long as possible.
- Social media apps like TikTok, Snapchat, and Instagram require users to be thirteen years of age or older; accordingly, they should not be used by any Lower School student.

LOWER MIDDLE SCHOOL:

Exploration and Responsibility

Lower Mid nurtures the foundational habits of mind students need to navigate technology safely, ethically, and resourcefully. Students use technology under the guidance of their teachers in support of their learning. By the end of Class V, Lower Mid students should be able to:

- ✓ Interact with technology responsibly by using research tools, crediting sources, protecting privacy, and making safe, ethical choices.
- ✓ Question what they see and read; students begin to identify bias and misinformation, and understand that teachers vet sources for quality and appropriateness.
- ✓ Understand how technology responds to programming inputs and can be used as a tool to support creativity and learning.
- ✓ Recognize that people create all technology, including AI.
- ✓ Use AI programming tools in creative technology, learning how prompts shape what AI produces.



Learning with Technology



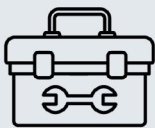
- Create, edit, format, and organize documents; manage digital files responsibly
- Use digital tools like Google slides and Canva to communicate effectively while making creative visual choices in format and graphics
- Learn basics of keyboarding through formal practice in Class V
- Program inputs/outputs and conditional statements using tools like littleBits
- Understand machine learning fundamentals through a project-based approach
- Use SeeSaw to document project process and finished product
- Design, build, program, test, and refine robotic systems with LEGO, micro:bits, and Hummingbird Robotics

Digital Literacy & Citizenship



- Students learn skills that will apply to digital contexts, such as:
 - Practicing inclusion and belonging
 - Knowing when to seek help from adults
 - Treating others with respect and dignity
 - Developing resilience when facing a challenge
- Students begin to develop research skills, including evaluating sources, understanding bias, and giving credit for ideas. As students use technology to learn or create, they also learn about bias and how to discern between reliable and unreliable sources.
- Students explore the impact of cyberbullying, including its emotional, social, and legal consequences.
- Students discuss the importance of drawing boundaries in online interactions, how to maintain privacy, and how to distinguish between strangers and friends in online interactions.
- Students begin to understand the impact social media has on human interaction and perception and the difference between reality and online presentation.
- Students learn how various modes of communication function in different contexts and when in-person communication is most effective.
- In Creative Technology, students investigate how AI uses large language models to respond to prompts, helping them understand that AI is created by humans, reflects human choices, and is not human.

Lower Mid Tools & Rules



- All technology use is carefully monitored by faculty.
- iPads are primarily stored at school for classroom use, but may occasionally be sent home for necessary projects and homework. Parents/guardians are notified when iPads are sent home.
- Teachers use technology intentionally and may use iPads in developmentally appropriate ways to augment learning and support skill development.
- iPads are pre-loaded with school-approved apps and have safety controls that limit students' ability to search, watch, or download content from the internet. Students are required to seek permission from their teacher before using a search engine.
- Students in Classes III, IV, and V use Google applications for learning, including Google Classroom, but do not have access to Gmail.
- Student iPads do not include YouTube, streaming services, or similar programs.
- Consistent with age-appropriate guidelines, students in Lower Mid do not use generative AI tools. These tools, including but not limited to ChatGPT and Claude, are not available on school-issued devices. Some AI may be integrated into approved tools, such as Google Search.
- Personal devices, including phones, tablets, smart watches, and other electronic devices, are not allowed in Lower Mid.

Recommended Guardrails at Home



- Marymount does not recommend personal devices for students in Lower Mid. If you do choose to allow your child use of a personal device, consider creating a family media agreement with clear boundaries and rules (other agreements available at ConnectSafely).
- Stay informed on recommended screen time limits for your child's age, as outlined by the AAP (American Academy of Pediatrics).
- We strongly discourage Lower Mid students from participating in group chats on iMessage and similar texting platforms, including within games and other apps. We encourage parents to delay online interactions and prioritize in-person interactions for as long as possible.
- If you do choose to give your daughter permission to participate in group chats, we strongly recommend setting clear expectations around communication and closely monitoring any online interactions.
- Social media apps like TikTok, Snapchat, and Instagram require users to be thirteen years of age or older; accordingly, they should not be used by any Lower Mid student.
- Refer to Marymount's [responsible use guidelines](#) for clear rules around expectations of online behavior. It is important to note that when violations of these guidelines come to the attention of the School, there are consequences.

UPPER MIDDLE SCHOOL:

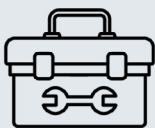
Critical Thinking and Voice

Students are learning important academic habits that will help them navigate the digital world now and into the future. Students develop the ability to evaluate their technology use critically in light of their developing voice and agency. By the end of Class VIII, Upper Mid students should be able to:

- ✓ Use technology as a tool to support learning and creative expression.
- ✓ Understand how to use technology responsibly and with integrity, by researching with academic databases, evaluating and crediting sources, and making responsible, ethical choices.
- ✓ Understand the safety, privacy, and ethical and relational impacts that accompany online interactions, including email, social media, and other forms of digital communication.
- ✓ Recognize how AI can be used to support learning and the danger of using AI to replace critical thinking and original expression.
- ✓ Learn to use school-approved AI tools ethically and transparently, and clearly cite AI if and when it is used.



Upper Mid Tools & Rules



- If students bring cell phones or smart digital devices to school, they are collected at the beginning of each day and returned at the end of each day. This prioritizes in-person interaction and social-emotional development.
- Students receive laptops during the first semester in Class VI after a period of scaffolded instruction. Once students receive a laptop, they bring it to school every day and use it with the direction of a teacher when it supports instruction. They are not permitted to be on laptops during free time.
- All school-issued devices are intended to be used for academic purposes only. Our device management platform provides guardrails on school-issued laptops by restricting access to content that is either inappropriate or unrelated to school use (e.g. drugs, gambling, shopping, social media, adult content, etc.). These restrictions remain active at home as well. YouTube is also blocked, though teachers may occasionally make specific content available if deemed useful for coursework.
- Students use Marymount’s learning management system for coursework alongside the Google platform. Students receive Marymount email addresses in Class VI, with limited capacity to communicate outside the School’s domain.
- Consistent with age-appropriate guidelines, students in Upper Mid do not use generative AI tools. These tools, including but not limited to ChatGPT and Claude, are not available on school-issued devices. Some AI may be integrated into approved tools, such as Google Search.
- Interacting with one another online carries with it the same expectations as face-to-face interactions. Behavior that violates expectations of kindness, respect, and privacy online carries real consequences inside and outside of school.

Learning with Technology



- Communicate with teachers and receive information using email
- Navigate a learning management platform to access course resources
- Use the Google Workspace for writing, presentation, and file management
- Conduct research with technology, including academic databases and other reliable digital resources
- Develop algorithmic thinking through block-based programming (Scratch, Micro:bit) and text-based programming (ArtLogo, LightLogo)
- Apply computational thinking, computer programming, and data visualization to create projects that are documented in an online portfolio
- Select the right digital or physical tool for a task, and use both safely
- Design digital models for fabrication with tools like 3D printers and laser cutters
- Program robots that complete increasingly complex tasks by applying engineering, design, and coding skills

Digital Literacy & Citizenship



- Students recognize that online communication is incomplete, removes human signals of tone, expression, etc., and has a greater potential to be misconstrued and misinterpreted.
- Students discern how social media provides a highly curated, often distorted image of people and their lives.
- Students understand that online misbehavior, such as cyberbullying, can have far-reaching emotional, social, and legal consequences; they learn how responding as an upstander can potentially interrupt that behavior (vs. being a bystander).
- Students learn about online privacy and safety, including the risks of self-disclosure and location sharing, the concept of a digital footprint, and strategies to opt out of app features.
- Students explore fair use issues including public domain and copyright.
- Students examine how the digital universe uses big data and user behavior for profit and for good.
- Students begin to evaluate media, sources, and AI, for accuracy, bias, and perspective, questioning whose voice is represented/misrepresented and what might be missing.
- Students analyze the potential and pitfalls of AI including its computational capabilities, as well as its limitations related to inaccuracy, misinformation (including deepfakes), and bias. Students explore how AI can open new avenues for creativity while also recognizing its potential to diminish originality of expression and its environmental impact.
- Students learn to give credit for ideas and what constitutes plagiarism.
- Students employ strategies for time management, especially when using digital devices.

Recommended Guardrails at Home



- Parents/guardians must decide when their child is mature and responsible enough to use a phone or other personal device; we recommend postponing this as long as possible. If you do choose to allow your child use of a personal device, consider creating a family media agreement.
- Familiarize yourself with recommendations about boundaries, rules, and other best practices, such as those from Catherine Price, author of *The Amazing Generation*, and parental controls at ConnectSafely.
- Be clear with your child that all devices belong to adults and there cannot be an expectation of privacy.
- Laptops and other digital devices should be used in shared areas and should not be in a child’s bedroom overnight. Reiterate that laptops are for academic use only.
- Social media apps like TikTok, Snapchat, and Instagram require users to be thirteen years of age or older. These apps are highly discouraged for Upper Mid students, even once students reach age 13.
- We strongly discourage Upper Mid students from participating in group chats and on similar online texting platforms. If/when you do allow participation in group chats, clear expectations about online interactions help students navigate new terrain.
- Keep lines of communication open so that children can let you know when there is an issue that they need your help to address.
- Refer to Marymount’s [responsible use guidelines](#) for clear rules around expectations of online behavior. It is important to note that when violations of these guidelines come to the attention of the School, there are consequences.

UPPER SCHOOL:

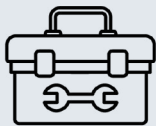
Agency and Leadership



The Upper School encourages students to use technology with purpose and integrity. Students graduate as leaders who use technology responsibly and constructively to solve problems and produce meaningful work. By the end of Class XII, Marymount graduates should be able to:

- ✓ Use technology strategically to amplify their learning and impact, choosing tools intentionally.
- ✓ Design solutions that address real-world or local challenges, using technology, including AI, to build, prototype, or advocate for change.
- ✓ Understand academic integrity as an essential piece of creating an open and robust learning community, and use and cite sources transparently and responsibly.
- ✓ Critically examine the impact of AI, analyzing issues of environmental sustainability, bias, privacy, authorship, and equity.
- ✓ Recognize the limitations of technology and AI, and prioritize in-person interactions and the importance of seeking guidance from trusted friends and adults.
- ✓ Make informed decisions and advocate for the responsible and ethical use of technology, especially AI.

Upper School Tools & Rules



- Upper School students' cell phones and wearables are collected at the beginning of each day and returned at the end of each day. This prioritizes in-person interaction and social-emotional development.
- All school-issued devices are intended to be used for academic purposes. Students bring laptops to school every day and use them with the direction of a teacher when they support instruction. Students are permitted to use laptops during free periods.
- Personal electronic note-taking devices or iPads may be used in Upper School classes with permission from a teacher.
- Students use Marymount's learning management system for coursework alongside the Google platform. Students have school-issued email accounts.
- Marymount's device management platform provides guardrails on school-issued laptops by restricting access to content that is either inappropriate or unrelated to school use (e.g. drugs, gambling, shopping, social media, adult content, etc.). These restrictions remain on at home as well.
- Interacting with one another online carries with it the same expectations as face-to-face interactions. Behavior that violates expectations of kindness, respect, and privacy online carries real consequences inside and outside of school.
- **Teachers communicate what level of AI support is helpful/allowed with the AI partnership scale (below). If not specified, then students should not use AI for assignments.**

AI Partnership Scale

LEVEL 1: HUMAN ONLY 	Independent Thinking No AI use. Students rely on their own knowledge, skills, and reasoning to demonstrate learning.	BEST USES: • Foundational skill checks • Assessments of original thinking • Formative tasks and in-class work • Authentic, individual performance	DISCLOSURE EXPECTATION: No disclosure required.
LEVEL 2: AI FOR EXPLORATION 	Spark Ideas AI may be used to brainstorm, ask questions, organize ideas, or surface perspectives. Final work must be entirely student-created.	BEST USES: • Topic exploration / curiosity building • Generating questions or angles • Organizing or mapping ideas • Examining multiple perspectives	DISCLOSURE EXPECTATION: No disclosure required (unless prompted).
LEVEL 3: AI FOR FEEDBACK 	Strengthen the Work Students may use AI to revise, receive feedback, or improve clarity, structure, or mechanics. AI acts as a coach, not an author.	BEST USES: • Feedback on clarity or organization • Grammar, style, tone suggestions • Refining structure and transitions • Error-checking (not fixing thinking)	DISCLOSURE EXPECTATION: Brief AI-use note describing how AI supported revision.
LEVEL 4: AI FOR INVESTIGATION 	Analyze with Judgment AI may be used to support inquiry, analyze data, or complete designated task components while students evaluate output critically. AI-supported contributions must be cited or explained.	BEST USES: • Data analysis, pattern finding • Modeling, simulations, or coding help • Visualizations and representations • Research synthesis and comparisons	DISCLOSURE EXPECTATION: Cite or annotate AI-supported content or process.
LEVEL 5: AI AS CO-DESIGNER 	Create with AI AI is intentionally used as a creative or intellectual partner in the work itself. Students lead the process, make decisions, and take responsibility for outcomes.	BEST USES: • Co-creating content or media • Prototyping, design, or coding • Storytelling, ideation, or composition • Complex problem-solving projects	DISCLOSURE EXPECTATION: Process reflection or AI collaboration log.

Learning with Technology



- Navigate a learning management platform to access course resources
- Use the Google Workspace for writing, presentation, and file management
- Develop a foundational understanding of AI, including prompt engineering, creative potential of AI-computing, research skills, appropriate use vs. plagiarism, environmental impact, and understanding inherent flaws/biases in AI (via Class IX workshop launching in 2026)
- Discern the difference between human-centered help from trusted adults and professionals and AI-generated responses to personal, social, health-related digital questions or interactions (via Health & Wellness workshops)
- Exercise creative problem-solving skills using several methodologies, including design thinking, human-centered design, and computational thinking
- Build expert technical skills in digital fabrication, computer programming, and coding
- Enhance communication skills through the creation of meaningful content, including opportunities for videography, 3D design, and product design
- Conduct in-depth research with technology, including navigating discipline-specific databases and academic resources

Digital Literacy & Citizenship



- Students recognize the benefits and dangers of social media use, examining the distorted lens that social media provides and noting its impact on relationships, mental health, and confidence.
- Students learn to make smart choices online, understanding the far-reaching impact of online behavior and the potential for emotional, social, and legal consequences for poor decisions.
- Students examine how the digital universe uses big data and user behavior for profit and for good.
- Students evaluate media, sources, and AI for accuracy, bias, and perspective, questioning whose voice is represented/misrepresented and what might be missing.
- Students learn about online privacy and safety, including the risks of self-disclosure and location sharing, strategies to opt out of app features, and managing their own digital footprint.
- Students understand the legality of plagiarism, including fair use issues such as public domain and copyright.
- Students employ strategies for time and device management, especially when completing work online.

Recommended Guardrails at Home



- Navigating online behavior with teenagers requires a thoughtful, balanced approach. Strict restrictions alone can encourage secrecy rather than responsible decision-making.
- Approach conversations with curiosity, openness, and collaboration, creating space for reflection and dialogue with trusted adults.
- Plan for intentional family conversations about your values. Communicate your family’s rules around apps like TikTok, Instagram, Snapchat, and online behaviors like sharing photos, location, and online “friends.” Consider together what goals might be compromised by excessive time spent online.
- Be clear about your expectations, and communicate repeatedly about how you plan to monitor their activity, privacy settings, and restrictions.
- Remember that you can always walk back permission/decisions if they do not promote your values.
- Designate screen-free family time (i.e., during meals).
- Have your student leave all digital technology (including phones, laptops, iPads, etc.) outside of their bedroom, especially at night.
- Refer to Marymount’s [responsible use guidelines](#) for clear rules around expectations of online behavior. It is important to note that when violations of these guidelines come to the attention of the School, there are consequences.

RECOMMENDED RESOURCES:

Refer to Marymount’s [responsible use guidelines](#) for clear rules around expectations of students’ online behavior.

[*Magnifica Humanitas*](#): Pope Leo XIV’s encyclical on safeguarding the human person in the time of artificial intelligence

[American Academy of Pediatrics \(AAP\) Screen Guidelines](#)

- Children ages 2-5, limit screen use to 1 hour/day of high-quality content alongside an adult.
- For children 6 and up, place clear limits on the time and type of media viewed.

[Common Sense Media](#) gives directions for privacy settings recommended for children using technology and helps parents navigate media, technology, and AI safely.

[Childmind.org](#) provides a number of resources, including [Parents’ Guide to Generative AI](#).

Seek out books/podcasts/accounts of the following experts:

- Aliza Pressman
- Max Stossell
- Lisa Damour
- Katie Greer
- Catherine Price / Jonathan Haidt
- The Social Institute

