

AI Scenarios for Board Members

CSBA's Artificial Intelligence (AI) Taskforce

Purpose

This document provides a range of real-world AI scenarios encountered by board members and superintendents along with the relevant policy areas. It may be used as a reference when assessing a response or approach to AI-related scenarios that emerge at the governing board level.

Policy Area

Definitions

Cheating / Plagiarism	Whether a student is <i>misrepresenting</i> work performed or the final product as their own based on expectations. Note: it is not misrepresenting if the assignment permits the use of AI or the student discloses the use of AI.
Privacy / Confidentiality	Whether use of or interaction with AI violates a student or employee's right to privacy and/or confidentiality.
Due Process	Whether decisions are made according to a fair process consistent with collective bargaining agreements and legal requirements.
Access / Equity	Whether there is equitable access to or treatment by AI, either by those using it or those subject to decisions made by its use.
Use of Output	Whether use of AI prevents/inhibits or supports/enables a student achieving the district's standards for academic achievement or an employee performing their responsibilities.
Labor / Working Conditions	Whether use of AI impacts working conditions subject to collective bargaining agreements or required professional development.
Accountability / Transparency	Whether the user, subject, or other stakeholders are aware that AI was used to generate the information or decision, and whether an individual/entity is identified as the accountable authority for ensuring proper use.
Security	Whether use is authorized and meets security requirements, including a process for determining if authorization is necessary and by whom.

Scenarios (columns indicate relevant policy areas)

Cheating/Plagiarism
 Privacy/Confidentiality
 Due process
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		Cheating/Plagiarism	Privacy/Confidentiality	Due process	Access/Equity	Use of Output	Accountability/Transparency	Labor/Working Conditions	Security
1	Teacher assigns a research paper to her 8th grade social studies class: Write a 3-page essay on the tensions inherent in the concept of individual rights as stated in the Declaration of Independence.								
1A	Student asks ChatGPT to "Summarize in about 500 words how historians have described the concept of 'individual rights' in the Declaration" and submits it as their own.	█					█		
1B	Student inputs draft of essay and asks ChatGPT for "suggestions for improvement." Student uses suggestions to improve essay and submits it.	█					█		
1C	Student develops main points provides and asks ChatGPT to write an essay with those points. Student then substantially edits essay and submits it.	█					█		
1D	Teacher pastes all papers into ChatGPT and asks: "Identify the three major strengths and weakness of these short research papers written by 4th graders."		█		█	█	█		
1E	Teacher modifies the assignment to require that students use ChatGPT-4 to complete it and provide a copy of their prompt and the responses received.				█		█		
2	Social Studies Department Chair pastes all student papers from all teachers into ChatGPT and asks "Identify the three most					█	█		

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	common shortcomings of these short research papers written by my teaching staff and offer suggestions for professional development within my department." Based on the results, the Chair requires all teachers in the department to take a remedial professional development course.								
3	Social Studies Department Chair permits the use of AI chatbots for evaluating student essays for one teacher who request it as a way to save time. This teacher is the most "tech-savvy" one in the department. Other teachers are not informed of the opportunity to use AI and continue with traditional, time-intensive evaluation methods.								
4	School Principal uses Microsoft Word's Copilot AI feature to generate the written portion of an evaluation for a social studies teacher using their student essays along with the typed notes from their own in-classroom observations and from those submitted to the Principal by the Social Studies Department Chair.								
5	Adobe Acrobat turns on an AI feature by default across all our LEA's user accounts without prior announcement, instead triggering a pop-up notification that appears for a teacher who is reviewing student papers. The pop-up offers to analyze the document and share insights.								

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21	Department Chair recommends use of AI in the classroom, but teacher refuses to use AI								
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