

AI scenarios for board members

By CSBA's Artificial Intelligence (AI) Taskforce

Purpose

This document provides relevant policy areas related to the use of artificial intelligence (AI) in schools and a range of related real-world scenarios that board of education members and superintendents may encounter. 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 misrepresenting work performed or presenting the final product as their own based on expectations. Note: It is not misrepresentation 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 for its use.
Use of output	Whether use of AI prevents/inhibits or supports/enables a student achieving the local educational agency'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 of AI.
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
 Access/Equity
 Use of output
 Labor/Working conditions
 Accountability/Transparency
 Security

1	Teacher assigns a research paper to her eighth-grade social studies class: Write a three-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 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 fourth graders."								
1E	Teacher modifies the assignment to require that students use ChatGPT 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 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.								

Scenarios

(columns indicate relevant policy areas)

3	Social Studies department chair permits the use of AI chatbots for evaluating student essays for one teacher who requests it as a way to save time. This teacher is the most "tech-savvy" 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 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.				■				■
6	District signs new agreement with its current Student Information System (SIS) vendor to use an AI module that allows administrators to evaluate student records and portfolios to make recommendations for academic interventions. Administrators also have access to a free trial of a feature from a different district-approved intervention system that can perform the same functions but also includes a unique home language translation feature, which is strongly favored by administrators over the approved system; however, the data need to be imported or uploaded manually and the new feature has not yet been officially approved.				■				■
7	Parent/guardian learns from their student that teachers have access to AI to evaluate papers and that students				■			■	

Scenarios

(columns indicate relevant policy areas)

	are not prohibited from using ChatGPT. Student does not have access to the paid version and shares that their peers are all using the paid version and is distraught that their grade won't be as high.							
8	Parent/guardian learns, after the fact, that a teacher has assigned an essay and requires that the student use an AI chatbot to complete the assignment.							
9	Teacher expects use of a paid version of AI that a student can't afford.							
10	Principal says at the beginning of the year that they're going to make AI more available; one teacher says yes, the other says no and files a complaint with their union.							
11	Evaluations of teachers on use of AI in terms of efficiency/effectiveness							
12	Putting student information and work into systems; free versus district-sponsored systems							
13	Turning on new AI features with an existing vendor and determining whether to use it							
14	Using AI to write individualized education programs (IEPs) and sharing sensitive student information							
15	Using AI to write staff/employee evaluations							
16	District deploys a custom AI chatbot that makes all user conversations available to staff and administrators. One teacher notices another teacher's student creating content depicting violence toward another student and notifies campus police.							
17	Replacing or augmenting tutors with AI							
18	Encouraging interactions with AI to practice skills such as debate, foreign languages, etc.							

