

PURPOSE

This is a guide for integrating Artificial Intelligence (AI) into educational settings. In order to be successful learners, students will need to develop a deeper understanding of the educational tools available to them. As a precursor, it is important to define what educational values we wish to uphold as we proceed:

Every single child should have the opportunity to be the best human being they can be.

Every child should have access to any educational tool that will help them on their journey.

Every child will be able to use the tools we provide in order to further their academic and personal goals.

As teachers, we will value the process of creating a product and the learning that occurs during that process, over the final product alone. This means that we will check in as students work and invite them to share multiple in-process drafts and reflections on their process through formative assessments.

AI can be leveraged to improve the education that our students receive, though we do need to have clear parameters for its use. The following document is intended to identify these guidelines, though we realize that the landscape is always evolving.

BILL OF RIGHTS

STUDENT BILL OF RIGHTS	STAFF BILL OF RIGHTS
<ol style="list-style-type: none"> 1. Informed Consent Students will be a part of developing acceptable AI use guidelines. Students have the right to expect teachers to inform them if educational materials were created with AI assistance. 2. Right to Privacy and Data Security Students have the right to decline the use of AI tools for privacy concerns, assessments, or feedback. 3. Equity AI has accessibility benefits, and all students will have access to these benefits regardless of barriers to access. 4. Consultation You should be able to ask questions of your instructor and administration about the use of automated and/or generative systems prior to submitting assignments without fear of reprisal or assumption of wrongdoing. 	<ol style="list-style-type: none"> 1. Professional Autonomy Teachers retain the right to determine how and when to integrate AI tools to further educational goals. 2. Right to Protect Intellectual Property Teachers retain the right to prevent access to their intellectual property by generative AI tools. 3. Input on Policy Teachers retain the right to participate in decisions regarding AI tools: Policy Purchasing Programming Classes and Course Approvals 4. Professional Development and District-Created Standards Teachers retain the right to be involved in all conversations or processes concerning: Ethical considerations Inclusion in/connection to teacher evaluation, and professional development Time for learning how to use AI tools Access to AI resources Access to technical support whenever needed

[Blueprint for AI Bill of Rights](#)

STAGES (RED, YELLOW, GREEN)

We recommend teachers collaborate with students during assignment introductions to clearly identify what level of AI is allowed to be involved with each assignment. Use the chart below to identify a common language for assigning appropriate use levels. A variety of levels of AI usage should be encouraged during the course of a class.

Teachers are encouraged to design assignments with the knowledge of AI tools in mind. Consider emphasizing the process over the product with your students. For example, you might encourage students to use the Google Chrome extension “Draftback” to document their writing process. If students are using a chatbot to assist with brainstorming, have them save a transcript of the chat. Teachers might also model how students could acceptably use AI within the assignment.

CAN I USE AI ON THIS ASSIGNMENT?

AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc). This includes but is not limited to, Large Language Models/ LLMs such as ChatGPT, and Google Bard, etc., Image creators such as Dall-E3 and Adobe Firefly, and any tools with built-in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc.)

AI ACCEPTABLE USE SCALE

LEVEL OF AI USE	FULL DESCRIPTION	DISCLOSURE REQUIREMENTS
0 No Use of AI	This assignment is completed entirely without AI assistance. AI Must not be used at any point during the assignment. This level ensured that students rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1 AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statements must be included disclosing how AI was used. Link(s) to AI assistance must be submitted with the final submission.
2 AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statements must be included disclosing how AI was used. Link(s) to AI assistance must be submitted with the final submission.
3 AI for Specified Task Completion	AI is used to complete certain elements of the task as specified by the teacher. This level requires critical engagement with AI-generated content and evaluation of its output. You are responsible for providing human oversight and evaluation of all AI-generated content.	All AI-created content must be cited properly. Link(s) to AI assistance must be submitted with the final submission.
4 Full AI Use with Human Oversight	You may use AI throughout your assignment to support your own work in any way you deem necessary. AI should be a ‘co-pilot’ to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI-generated content.	You must properly cite the use of AI. Link(s) to AI assistance must be submitted with the final submission.

Adapted by Birmingham Public Schools from Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh. Creative Commons Licensed BY (attribution) NC (Non-Commercial) SA (Share Alike).

[Original AI Acceptable Use Scale](#)

MISCONDUCT GUIDELINES

HOW TO DETERMINE, WHAT TO DO IF YOU SUSPECT, RESPONSE RECOMMENDATIONS

Our goal is for all students to use AI tools in an effective, appropriate, responsible, ethical, moral, and wonderful manner. Students are expected to follow instructor guidelines on assignments based on the Generative AI Acceptable Use Scale.

1. Teachers, before assigning student work, consider discussing the following with your students:

Where does this assignment fall on the AI Acceptable Use Scale?

What does the “disclosure requirement” look like for this assignment?

What specific tools are acceptable and/or useful for this assignment?

Review [Technology Acceptable Use Policies](#) and [Student Code of Conduct](#). Remind students that in no instance should students use AI to violate our policies.

Students should be encouraged to keep all drafts of work.

How are students expected to cite their AI assistance?

2. If a student is suspected of inappropriate use of AI, a teacher may ask the student to:

Reflect on their process of completing the assignment while referring to the disclosure requirements on the Generative AI Acceptable Use Scale.

Reflect on the assignment rubric and/or student expectations.

Converse with the teacher/counselor/administrator/teacher about their work.

Present their process/drafts.

3. If a student chooses to use AI against these policies, some possible consequences are:

Warning

Parent notification

Offering the opportunity to rewrite/recreate the product using their own work within a certain amount of time

Restorative conference/process

Receiving a 0 on that assignment

Temporary loss of computer privileges

If you believe additional action is needed follow your school's current academic misconduct process.

As always, student consequences fall to the expertise of the building administrator. The items listed above may be used or a consequence not specifically listed.

4. Guidelines for identifying student work produced with the use of AI ([from Iowa State](#)):

AI-detecting software is not reliable at this time and is not recommended for use by this task force.

Enter the assignment prompt into generative AI tools to identify sample responses and gauge the complexity and similarity of the created response to the student's work.

Compare the submitted work to prior student assignments, noting significant changes in tone and style of writing.



Be mindful of AI “hallucinations” or “confabulations,” in which generative AI tools create realistic-sounding information that is not accurate.

Identify lack of citations, where these were required, or lack of accurate content matching citations provided. Some generative AI tools produce content that references “others,” “critics,” and “research” without attribution.

Identify references or topics that veer far outside of the class content or expectations for the assignment.

TEACHER PRODUCTIVITY RECOMMENDATIONS AI TOOLS

These tools have been approved for use by all instructors. If a teacher wants to utilize an AI tool that is not listed, we recommend that you reach out to Technology Services on proper use and compliance.

The tools listed below are Birmingham's Suggested AI platforms:

LINK	DESCRIPTION
Canva https://www.canva.com/	Presentation platform with generative AI abilities and has text-to-image capabilities.
Magicschoolai https://www.magicschool.ai/	A place to get ideas for lesson plans, how to address learning standards, draft targeted questions and create formative or summative assessments. This has a Science Lab Generator.
Grammarly https://www.grammarly.com/	Helps check the grammar and mechanics of writing.
AI Pedagogy Project (Harvard) https://aipedagogy.org/	A collection of assignments and materials for educators curious about how AI affects their students and their syllabi
Khan Academy (khanmigo) https://www.khanacademy.org/	Tutoring Math, Science, SAT, and English.
Quick Links and Model Lesson Ideas Sample Model Lessons	Here is a list of additional tools you can explore on your own as an adult. Use caution when exposing students or student information to an unvetted tool.



FAQ'S

WHAT IS THE DIFFERENCE BETWEEN AI GUIDANCE AND AI POLICY?

Policies are formal rules adopted by the school board that all district employees are required to follow. A policy requires multiple reads by the school board, unions, and administration before being formally voted on. The policy in relation to this work is #8001: "The Superintendent may develop administrative regulations governing the use of generative artificial intelligence, large language models, or other similar technology. Administrative regulations may consider data privacy, training, acceptable use, and student use of such technology."

Guidance, on the other hand, are recommendations or instructions designed to guide decision-making and actions within specific contexts. They are more flexible than policies and serve as a framework to achieve the best outcomes in various situations. Guidance offer advice on how to implement policies or how to handle situations that the policies might not explicitly cover.

WHAT IS AI?

Artificial Intelligence is a general term that is applied to functions carried out by machines that are commonly associated with human intelligence. If you've ever had Netflix recommend something to watch, asked for directions in Google Maps, or taken a predictive text recommendation in your messages or documents, you've already used AI. The recent advances in Artificial Intelligence center on Generative AI, in which large language models have been developed to create text, images, music, video, code and more that were previously only created by human intelligence. Some examples of Generative AI models include Google's Gemini, OpenAI's ChatGPT, and Microsoft's Bard. All of these rely on human prompting and produce output based on these prompts.

Many tech tools and websites have been incorporating generative AI functionality by supporting users through the prompting process by giving users dropdown menus or prompting support. These are commonly referred to as "AI wrappers." You may be familiar with these from platforms such as MagicSchool.Ai or the Magic Tools in Canva.

WHAT DOES GPT STAND FOR AND WHY IS IT IMPORTANT?

GPT is the acronym for Generative Pretrained Transformers. Most of what we think about as AI are computers that are trained on human-created texts, images, music, and more. The "Generative" aspect of these models reflects the idea that the computer is generating new texts, images, music, or code. "Pretrained" reflects that the model is relying on human-created products in order to generate new text, images, music, and more. Finally, the term "transformer" highlights that the computer is transforming human language into computer language and computer language into human language.

WHAT ARE AI HALLUCINATIONS AND CONFABULATIONS?

AI models are so advanced that [*even the researchers themselves are not able to know*](#) exactly how it works. As a result, Generative AI models sometimes hallucinate, which is when the output the model is generating is entirely incorrect or even gibberish. Additionally, the Generative AI tool might also generate a confabulation--something that sounds correct but is factually inaccurate.

HOW TRUSTWORTHY / CREDIBLE IS THE INFORMATION PROVIDED BY AI TOOLS?

Text or images generated by AI tools have no human author, but they are trained on materials created by humans with human biases. Unlike humans, AI tools cannot reliably distinguish between biased material and



unbiased material when using information to construct their responses. Human eyes and hands should check all products produced by AI.

HOW DO I WRITE AN EFFECTIVE AI PROMPT?

Crafting your prompts effectively is a crucial step in utilizing AI efficiently. It's important to be clear with your instructions, provide sufficient background and context for your question, and define its role clearly. It's quite common for AI not to deliver the expected response on the first try. You may need to provide corrections, point out where it went wrong, and specify what you would like to see differently. Here's an article that delves into more detail.

[How to write Chat GPT Prompts](#)

WHERE CAN I LEARN MORE ABOUT AI?

One of our favorite resources is the AI Pedagogy project from Harvard. They have an introductory set of resources for people learning to build their knowledge base with AI: <https://aipedagogy.org/guide/starter/>

Common Sense Media's AI Initiative explores the impact of AI on children. Product reviews and additional resources are also available at <https://www.common sense media.org/ai>

The district is working on a district-wide pilot implementation of Magic Schools AI. They have great PD resources. <https://www.magic school.ai/professional-development>

WORKS CITED

"Artificial Intelligence (AI) in Teaching and Learning – Center for Excellence in Learning and Teaching." www.celt.iastate.edu, www.celt.iastate.edu/resources/ai-teach-learn/.

Perkins, Mike, et al. "Navigating the Generative AI Era: Introducing the AI Assessment Scale for Ethical GenAI Assessment." ArXiv (Cornell University), 12 Dec. 2023, <https://doi.org/10.48550/arxiv.2312.07086>.

criticalai. "SNEAK PREVIEW: A Blueprint for an AI Bill of Rights for Education." Critical AI, 17 July 2023, criticalai.org/2023/07/17/a-blueprint-for-an-ai-bill-of-rights-for-education-kathryn-conrad/.