

BRIARCLIFF MANOR UFSD

AI Community Playbook

Playbook
August 2026

This guide contains the essential frameworks, expectations, and protocols every student, teacher, family member, and administrator needs to navigate AI in Briarcliff schools.

A MESSAGE TO OUR COMMUNITY

Artificial intelligence entered our lives faster than any technology before it, and it will not wait for policy, training, or permission. A Briarcliff student today can draft an essay, work through a proof, generate an image, or talk through a problem with a machine that answers in seconds, from a phone, at any hour, with no adult in the room. This is not a development on the horizon. It is already part of daily life for both students and adults alike, and our responsibility is to meet this reality thoughtfully and together.

The Opportunity

Used well, AI can explain a difficult passage three different ways for a student who is stuck, offer feedback at nine o'clock at night when no teacher is available, open new doors for students who learn differently, and return hours of routine preparation to teachers so they can spend that time with children. The students who graduate from Briarcliff will enter a world in which using these tools with skill, judgment, and integrity is not a luxury but a basic expectation. Preparing them for that world is part of what we owe them.

The Danger

The same tool that explains a concept can quietly do the thinking a student needs to do for themselves. AI can erode the productive struggle that learning depends on, blur the line between a student's own work and a machine's, expose children's personal information, and deliver confident misinformation in a convincing voice. Left unguided, it does not strengthen learning — it replaces it, and it can crowd out the human relationships and authenticity that are at the center of a good education. These concerns are valid, they are widely shared across our community and taking them seriously is part of how we move forward.

"AI should be a tool, not the main thing. The human is the main thing." — Briarcliff Middle School student, November 2025

Briarcliff's philosophy holds two truths at once. We do not ban what our students will need to understand, and we do not surrender the demanding, human work that makes them capable of

understanding it. Technology and AI, used with intention and care, can support and extend learning, but they remain in the service of learning, never a substitute for the thinking, creativity, and connection at its heart. Students build their foundational academic and interpersonal skills first and then learn to apply digital tools with judgment. In every classroom, the human stays the author of the work, not the audience for it.

This Playbook exists to turn that philosophy into shared, everyday practice. It gives students, teachers, and families a common language and a clear map and what is expected, what is permitted, and how to use AI in a way that deepens learning rather than shortcutting it. It is meant to be the document a teacher carries into the classroom, a student consults while working, and a family turns to when a question comes up at home.

Above all, this is ours. This framework was built from more than 100 community voices across twelve listening sessions between November 2025 and July 2026. It is not a policy borrowed from another district. It is a Briarcliff solution, built by this community, for this community.

Everything in this guide is a draft until implementation in September 2026. Community feedback is welcomed and expected. Use the feedback form linked on the district website.

The Briarcliff AI Playbook Committee will meet regularly throughout the school year to review this guidance, incorporate community feedback, and prepare recommendations for the Superintendent of Schools.

OUR VISION AND COMMITMENTS

Why This Guide Exists

Briarcliff believes that technology and AI, used intentionally and responsibly, can support and enhance learning. They are tools in the service of learning, never a replacement for the thinking, creativity, and human connection at the heart of a great education. Students first master the fundamental academic and interpersonal skills that everything else is built upon, then learn to apply digital tools with skill, judgment, and care. Preparing students to be confident, capable, and responsible in a rapidly changing world is a shared responsibility of our schools and families.

District Support on AI Integration

Briarcliff supports teachers who incorporate AI into instruction at age-appropriate levels as part of the district's commitment to developing digital and information literacy. This does not mean every lesson, and it does not prescribe which tool or how often. It means that no student should leave Briarcliff without having experienced purposeful, guided AI use as part of their education. Building

and District leaders will support teachers in meeting this expectation through professional development, planning time, and the resources in this guide.

Three Principles This Community Built Together

The human is the main thing.	AI is a tool, not the author, the thinker, or the learner. Every student should leave Briarcliff more capable of thinking independently, not less capable because AI did the thinking for them.
Human work comes first.	AI is not step one. Foundational thinking, drafting, and engagement must precede AI assistance. AI can support and extend human effort; it cannot replace the act of trying.
Clarity is a community responsibility.	No student or teacher should navigate AI without a map. This guide is our school community's unique attempt to provide that solution.

The Ownership Principle

Across every stakeholder group in this engagement, one consistent standard emerged: the person submitting the work **must own the final product**. AI-assisted work is acceptable when the person has read, engaged with, and taken responsibility for what they submit. AI-generated content passed through without genuine engagement is not a responsible use.

This standard applies to teachers as well as students. A teacher who generates a rubric using AI and then reads and refines it has met the ownership standard. A teacher who generates and distributes a rubric without review has not. The symmetry is intentional.

"How can we come up with a Briarcliff solution for a problem affecting our school community? Not top-down. Together." — Briarcliff Superintendent, February 2026

THE FAIR SCALE — Four Levels of AI Use

On every assignment, your teacher sets the FAIR Level. The level is the instruction, not a suggestion.

Level	What it means	Use when	Examples
LEVEL 1 No AI	Complete the work entirely on your own. No AI tools at any stage: not for ideas, drafting, or editing.	<i>The goal is to show what you can do: tests, in-class writing, building core skills.</i>	In-class essay, lab conclusion, math quiz
LEVEL 2 AI to Learn	Do all the work yourself; AI may help you understand, like a tutor (explaining a concept, answering questions, checking grammar, quizzing you). None of the AI's words appear in what you submit.	<i>You are studying or stuck and need something explained.</i>	Ask AI to explain theme vs. symbolism, then write the essay yourself
LEVEL 3 AI as Collaborator	AI helps you build the work, but you stay the author and direct everything. Brainstorm, outline, draft a section you rewrite, or get feedback on your draft. Edit it, make it your own, and disclose how you used AI.	<i>The teacher allows AI support on an assignment.</i>	Brainstorm 3 essay angles with AI, pick one, write it yourself; ask AI for feedback on your draft, then revise
LEVEL 4 AI as Producer	AI creates the main work; your job is to prompt, check, and verify it. You are responsible for accuracy and must disclose what AI made and cite the tool.	<i>The assignment asks for AI-generated output that you then evaluate, verify, cite, and take ownership of.</i>	Prompt AI to generate starter code, test it, fix errors, explain how it works, cite the tool

This framework is a common language, not a compliance mechanism.

The purpose of the FAIR scale is to give students, teachers, and families a shared vocabulary so the community can have honest conversations about AI use.

If no level is marked on an assignment, treat it as Level 1 until you confirm otherwise with your teacher.

Not Permitted — Zero tolerance at every level

- Submitting AI-generated text, code, images, or media as your own without disclosure. This is academic dishonesty.
- Using AI during any test, quiz, or exam unless your teacher states otherwise in writing.

- Entering personally identifiable information into any AI tool not approved by the district: names, grades, addresses, school IDs, IEP details, or any identifying data.
- Generating harmful, offensive, discriminatory, or misleading content with AI tools at any time.
- Using any AI tool for school assignments without following the FAIR level your teacher set. The district recommends MagicSchool AI and Microsoft Copilot for Education (High school and up) for school use. Students may use other tools that are permitted at home, but the FAIR level and disclosure requirements travel with the assignment regardless of which tool is used.

ACADEMIC INTEGRITY, DISCLOSURE, AND AUTHENTIC VOICE

The AI Use Statement

Disclosure is a habit of integrity, not an enforcement mechanism. When AI contributed meaningfully to your work, note it at the end of your submission. The standard format is:

“I used [tool] to [specific use] in this assignment. My original contribution was [description].”

Disclosure can be required at Level 2 and above. The format is set by the teacher: a note at the end of your work, your AI chat transcript and/or a brief reflection. Specificity matters. “I used AI” is not helpful or insightful. “I used Copilot to brainstorm three possible arguments for my thesis. I chose one, developed the reasoning myself, and wrote the full essay” demonstrates genuine engagement.

What Authentic Voice Means

- The analysis, argument, or interpretation is the student's own. The student formed a view and expressed it rather than adopting AI's framing wholesale.
- The student can explain, defend, and extend what they submitted. A student who wrote a conclusion can tell you what it means and why they chose those words.
- The student engaged genuinely with the content being assessed. The thinking, the struggle, and the revision happened.

The question that defines whether authentic voice is present: If this student sat down with their teacher and talked through this work for a few minutes, would the thinking be recognizably theirs?

On AI Detection Tools

Briarcliff does not recognize AI detection tools as a primary assessment or basis for an academic integrity determination. Detection tools produce probability scores, not verdicts. They are known to produce false positives, particularly for multilingual students, students who write formally, and students who have worked with tutors. A detection flag may *prompt a conversation*. It may *not substitute* for that conversation or serve as evidence in any consequential process.

Teacher Transparency Is a Student Issue

Students named this before any adult in the engagement did: they are watching what teachers do with AI and reasoning from it. When AI contributed substantially to student-facing materials, teachers should say so. This is not a confession. It is exactly the modeling of transparency this community asks of students.

“If I wouldn’t want the kids to use it like this, then I’m not going to use it like that. That’s how I try to model what we expect.” — Briarcliff faculty member, April 2026

ROLE QUICK REFERENCE — Responsibilities by Stakeholder

Students — Be the Author

- Follow the FAIR level set for every assignment. The level is the instruction, not a suggestion. Ask your teacher before using AI if no level is marked.
- Start with your own thinking. AI fills the middle of the work, not the beginning.
- Disclose all AI use at Level 2 and above in the format your teacher specifies.
- Verify AI-generated information against a reliable source before submitting.
- For school assignments, use district-recommended tools: MagicSchool AI or Microsoft Copilot for Education (high school and up). If you use another tool at home, the FAIR level and disclosure requirements still apply.
- Never enter personal information about yourself, a classmate, or an adult into any AI tool.

Teachers — Be the Architect

- Set and communicate the FAIR level before every AI-related assignment. Name the approved tool(s) and specify how students must disclose use.
- Teach the AI Cycle explicitly before Level 3 and 4 work.
- Start with a private conversation when you suspect AI misuse.
- For school assignments and any task involving student data, use only district-approved tools: MagicSchool AI and Microsoft Copilot for Education. You may use other AI tools for your own personal professional development, but student data may never be entered into an unapproved tool.
- Focus your guidance on how students use AI, not which tool they choose.

Families — Be the Anchor

- Assume AI is present if your child has a phone and internet access.
- Ask about the process, not just the product: “Walk me through how you worked on this.”
- Encourage your child to think first. AI supports learning; it should not replace effort.
- Contact the teacher directly if you are unsure what is permitted for a specific assignment.
- Teachers are required to use only district-approved tools for school assignments and may not enter student information into unapproved AI tools. The district recommends MagicSchool AI and Microsoft Copilot for Education. If your child uses other AI tools at home, the school's FAIR level and disclosure requirements still apply to any school assignment.

Administrators — Be the Convener

- Make clear to teachers that Level 1 for every assignment is not the goal. The district supports AI to be part of instruction at age-appropriate levels.
- Ensure the approved tool list is current and accessible from the district website.
- Hold all staff to the same disclosure and review standards asked of students.
- Provide professional development on the Playbook, not just policy distribution.
- Return to community listening when considering significant revisions to this framework.
- Support the AI Playbook Committee by making time, space, and staff available for ongoing review.

Counselors and Support Staff: Be the Bridge

Students are using AI chatbots for emotional processing, navigating social conflict, and seeking support they are not comfortable asking a person for. AI tools are not counselors. They do not know the student, cannot ensure safety, and can provide inaccurate guidance on personal concerns. When a student appears to be using AI primarily for emotional support, lead with the student's wellbeing, validate without reinforcing the chatbot as a primary resource, and connect to school-based support.

“AI rules before AI tools.” — Briarcliff High School student, November 2025

GRADE-BAND DEFAULTS — Where to Start at Every Level

These defaults are starting points for instructional planning, not ceilings for any individual teacher's professional judgment. Teachers may adjust the FAIR level for specific assignments with explicit communication to students before the work begins.

Grade Band	AI Use	Default Guardrail	Key Focus
K-2	None	No student-facing AI	Foundational skills; source evaluation; understanding machines make mistakes
3-5	Infrequent, teacher-guided	Teacher-facilitated only; COPPA applies	What AI is; how to question it; digital citizenship
6-8	Growing; Level 2-3 common	Level 2 default; Level 1 for mastery assessments	Ownership Principle; disclosure as habit; AI etiquette
9-12	Most frequent; Levels 1-4 available	Teacher-designated per assignment	Professional application; authentic voice; AI ethics

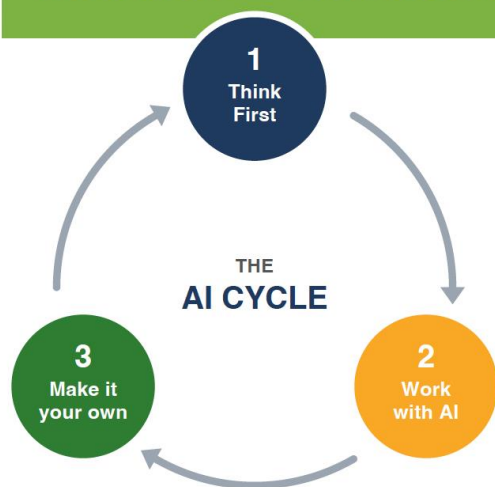
COPPA Applies to All Elementary Students

Every student at Todd Elementary is under the age of 13. The Children's Online Privacy Protection Act (COPPA) restricts the collection of personal information from children under 13 by online services. Any AI tool used with elementary-age students or their data must be COPPA compliant. Only district-approved tools that have completed the vetting process and meet COPPA standards may be used.

THE AI Cycle — An Instructional Design for AI Usage

The AI cycle is the core instructional protocol for any assignment where AI assistance is permitted. It ensures that human thinking drives the work, that AI fills a specific and bounded role, and that the student finishes with ownership of the final product. The process is iterative: students may move through the cycle more than once in the course of a single assignment, returning to their own thinking and revising with each pass.

THE AI CYCLE — Instructional design for assignments at Level 3 and above



1. Think First (independent). Students generate their own thinking, outline, or draft **before opening any AI tool** — protecting their voice and creating something real to compare against.

2. Work with AI (at the assigned level). Students prompt, evaluate, and decide what to keep, revise, or discard. Their reasoning and judgment stay **visible, not replaced**.

3. Make it your own (independent). Students revise and own the final product — **the last pass is always the student's**. Require disclosure; what they changed is where the learning lives.

The cycle may repeat itself with or within each assignment — always beginning and ending with the student's own work. Start the year with a low-stakes AI Cycle assignment so students practice the process before it counts toward a grade.

Teaching Tip: Introduce the AI Cycle early in the year with a low-stakes assignment so students practice all three steps before the work counts toward a grade. Walk through your own version first: what you gave to AI, what it produced, and what you changed. That modeling exercise gives students a concrete mental model for every Level 3 and 4 assignment that follows.

Collaborator vs. Producer: A Critical Distinction

Level 3 and Level 4 are not the same thing, and students need to understand the difference explicitly.

Level 3: AI as Collaborator

The student's thinking is already present. AI responds to it. Think of AI as a teacher who gives feedback on a draft you wrote: the teacher never writes the essay for you. Key signal: the student is asking for feedback, suggestions, or revisions to their own work.

Example: You write a draft essay, then ask AI what your argument is missing. You revise based on the feedback.

Level 4: AI as Producer

The student is directing AI to create something. The student's job is to prompt well, verify accuracy, and take responsibility for what AI produces. Key signal: the student is asking AI to generate, write, build, or produce something.

Example: You prompt AI to generate starter code for a program, then test it, fix errors, explain how it works, and cite the tool.

RESPONSE PROTOCOL — When AI Expectations Are Unclear or May Have Been Violated

Before beginning any step in this protocol, ask one question first:

Was a FAIR level communicated before the assignment began?

If the teacher did not communicate a level before students started working, that absence is part of the situation. It does not eliminate accountability for genuine misrepresentation, but it significantly shapes how the situation should be resolved.

	Action	Guidance (<i>Refer to Glossary on pg. 9</i>)
Step 1	Pause before acting.	Do not assign a zero or notify administration before speaking with the student. A detection flag may prompt a conversation; it may not substitute for one.
Step 2	Have a private, non-punitive conversation.	Ask the student to walk through their process. Open with: "Can you walk me through how you developed your argument here?" Not: "Did you use AI?"
Step 3	Determine what actually happened.	There are four possibilities: (a) student used AI in a permitted way; (b) student used AI knowing it was not permitted; (c) student used AI without knowing; (d) student did not use AI. Each requires a different response.
Step 4	Reflect on what guidance was given.	Before escalating, ask: did I communicate the FAIR level before the assignment began? (<i>Written, handout, or One Note</i>) A student cannot be fully accountable for a standard they were never clearly given.
Step 5	Apply a proportionate response.	First-time or ambiguous: guided resubmission. Clear, documented misrepresentation after explicit guidance: standard academic integrity procedures.
Step 6	Document and communicate.	If escalation is needed, document what was submitted, what guidance was provided, what the student said, and what determination was made. Involve building leadership when formal consequences are being considered.

When You Are Unsure What Is Permitted

- Students: Ask your teacher directly, before submitting. A student who asks before using AI has acted in good faith.
- Teachers: Consult this guide, then use professional judgment. Contact your department coordinator or building leader if the situation is not covered here.

- Families: Contact your child's teacher directly. Questions from families are useful data for the community.

“When we start with a conversation instead of an accusation, we almost always learn more — about what the student did, what they understood, and what we need to make clearer.”
— Briarcliff faculty member, April 2026

DATA PRIVACY ESSENTIALS — Approved Tools and Student Data Protection

Every AI tool that enters a Briarcliff classroom, teacher's planning workflow, or district administrator's office carries a data question: whose information is involved, where does it go, and what can it be used for? This section answers those questions for everyday use. The full data privacy framework, including the complete tool vetting protocol will be published.

The Core Rule

If the tool is not on the district-approved list, do not enter student data into it.

Student data includes: names, grades, IEP information, behavioral data, assessment results, addresses, school IDs, and any information that could identify a student. When in doubt, do not enter it. Contact the Technology Department before using any tool that involves student information.

What Staff Must Do

- Verify that any AI tool used with student data is on the district-approved list before use.
- Submit a vetting request to the Technology Department for any new tool before using it with student data.
- Report any suspected data incident to the Technology Department the same day it is discovered.
- Complete any data privacy training the district requires before using approved AI tools with students.

Staff Should Not

- Enter student names, grades, IEP information, behavioral data, or any personally identifiable information into any unapproved AI tool.
- Use a consumer-grade AI tool (not designed or contracted for educational use) for any task involving student data.
- Accept a vendor's verbal assurance that their tool is “FERPA compliant” as a substitute for a signed Data Privacy Agreement.
- Share a tool access link with students without first verifying the tool is approved for student use.

Currently Approved Tools for Student Use (subject to update)

Tool	Approved For	Notes
MagicSchool AI	Teachers and students	Primary district-approved student-facing tool
Microsoft Copilot for Education	Teachers; students high school and up	Age restriction applies; not for middle school student use

The current approved list on the district website supersedes this document for any tool questions. ChatGPT and similar consumer-grade tools are not approved for student data use.

KEY TERMS AND RESOURCES

Essential Glossary

FAIR Scale	The four-level framework (1: No AI, 2: AI to Learn, 3: AI as Collaborator, 4: AI as Producer) that teachers set for every assignment. The organizing framework of this guide.
Ownership Principle	The person submitting work must own the final product. AI-assisted work is acceptable when the person has read, engaged with, and you are responsible for the final product. Applies to students and teachers equally.
AI Cycle	An instructional protocol for Level 3 and 4 work: student starts independently, AI assists at the assigned level, student finalizes and discloses. The process is iterative: students may cycle through more than once. Human starts and ends every piece of work.
AI Use Statement	The written disclosure attached to AI-assisted submissions: "I used [tool] to [specific use]. My original contribution was [description]." Required at Level 2 and above.
Process-First	Structuring learning so that human thinking, drafting, or engagement comes before AI assistance is introduced. AI supports the learning; it does not replace the effort that makes learning happen.
Approved Tool	An AI tool reviewed and approved by Briarcliff UFSD for use with students or student data. Currently: MagicSchool AI (all students) and Microsoft Copilot for Education (high school students only).

Collaborator vs. Producer	Level 3 (Collaborator): AI responds to the student's work. Level 4 (Producer): AI creates; the student directs, verifies, and cites. The distinction requires explicit teaching.
AI Etiquette	Emerging social norms around AI use in interpersonal contexts: when it is appropriate to use AI to communicate and when human-authored communication is expected. Introduced by Briarcliff students in November 2025.

Resources and Contacts

District Resources - Approved AI Tool List: briarcliffschools.org/technology (pending) Student and Family Support <i>If concerned about your child's AI usage:</i> - School Counselors: contact your building office - Crisis Text Line: text HOME to 741741 988 Suicide and Crisis Lifeline: call or text 988 - NAMI Helpline: 1-800-950-6264 - Westchester County Mental Health: (914) 995-5000	About This Guide This Playbook is intended to be the document teachers walk into classrooms with, students refer to during assignments, and families consult when they have questions. This guide is maintained by the Briarcliff AI Playbook Committee and feedback continues to shape the next version. Appendices - Appendix A: Student AI Use Guide - Appendix B: Teacher AI Use Guide - Appendix C: Family Guide to Student AI Use
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"Destigmatize it — let us talk about it without being scared." — Briarcliff High School student, November 2025