

Artificial Intelligence Student Acceptable Use Agreement

Section 1: Vision & Philosophy

- **1.1 Vision:** The Bureau of Indian Education (BIE) recognizes that Artificial Intelligence (AI) has transitioned from a theoretical future to a present reality. Our vision is to integrate AI as a tool that fosters critical thinking and career readiness while strictly protecting Tribal sovereignty, cultural assets, and student data privacy, in full compliance with BIE's regulations on the Maintenance and Control of Student Records in Bureau Schools at 25 C.F.R. Part 43 and the Privacy Act of 1974. To prioritize and protect Tribal data sovereignty and vulnerable student populations, the BIE intentionally maintains a restrictive stance on the use of public AI tools.
- **Scope and Applicability** This policy applies universally to all Kindergarten through 12th-grade (K-12) students. It is established as the standard for all Bureau Operated Schools (BOS). Tribally Controlled Schools (TCS) may adopt this framework at their discretion to support consistent standards for academic integrity and data privacy across the agency.

- **1.2 Our "Electric Bike" Rule: AI is a Tool, Not a Replacement for Learning**

At our school, we explain AI using a simple comparison. AI should function like an electric bike, rather than a machine that does the work for you.

When a tool completes a task while you stand back, you miss out on the learning process. An electric bike is different. It provides a boost when the road gets steep, but you still have to steer, balance, and pedal. You stay in control and continue to build strength and skill. The bike simply helps you go farther than you could on your own.

AI works the exact same way:

- It provides a boost: AI can support students with tough tasks, offer fresh ideas, and make learning more accessible.
- You still have to pedal: Real learning only happens when the student is actively thinking, making decisions, and staying engaged.

AI should help students learn, not do the learning for them.

- **1.3 How We Work Together: The Human-AI-Human Way:** We believe that real wisdom and creativity come from people, not machines. To make sure you are always in charge of your own learning, we use a three-step process called Human-AI-Human:
 - Step 1: You Start It (Human Inquiry): You are the boss. You decide what question to ask, what problem to solve, and what your goal is.
 - Step 2: AI Helps Out (AI Processing): Once you have your plan, the tool acts as a "scaffold" or teammate to help you build the structure of your work.
 - Step 3: You Finish It (Human Reflection): This is the most important part. You must check everything the AI does for accuracy and unfairness. You are the one who edits the work and takes final responsibility for what you turn in.

Section 2: Definitions

- **Generative AI (Regulated):** Tools that create new content (text, images, code) based on a prompt (e.g., ChatGPT, Gemini, Copilot). Generative AI does not include assistive tools. Assistive tools are used to correct, format, or analyze existing user-generated work without creating entirely new concepts from scratch (e.g. predictive text, speech-to-text transcription).

Section 3: The 5-Level Scaffolding Matrix

To ensure academic integrity, teachers must categorize every major assignment according to one of the five levels below. This removes ambiguity for students, ensuring they know exactly when Generative AI use is permitted. **Unless the instructor explicitly states otherwise on the assignment sheet, all assignments default to Level 1 (No AI).** The burden is on the student to confirm the permitted level before using any Generative AI.

- **Level 1: No AI (The "Red" Zone)**
 - Definition: Use of AI is strictly prohibited. The work must be entirely the result of the student's unassisted cognition.
 - Student Role: 100% Creator.
 - AI Role: None / Blocked.
 - Typical Use Case: In-class handwritten essays, oral exams, or foundational skill assessments.
- **Level 2: AI Assisted (Ideas Only)**
 - Definition: AI may be used for brainstorming or generating topic ideas, but it may not generate the actual text or content of the submission.
 - Student Role: Creator & Editor.

- AI Role: Idea Partner.
- Typical Use Case: Asking an AI for "10 potential topics for a science fair project."
- **Level 3: AI Scaffolding (Structure Only)**
 - Definition: AI is used to build the skeleton of the work. Students may use AI to create outlines or suggest a project timeline, but the student must fill in the "flesh" (paragraphs, arguments).
 - Student Role: Writer & Editor.
 - AI Role: Architect.
 - Typical Use Case: Generating a standard outline for a 5-paragraph essay.
- **Level 4: AI Co-Creator (Teamwork)**
 - Definition: The student and AI generate content together. The student may use AI to draft specific blocks of text or code, which the student then refines.
 - Requirement: Explicit Citation. The student must disclose exactly which parts were generated by AI.
 - Student Role: Editor & Synthesizer.
 - AI Role: Co-Author.
 - Typical Use Case: Coding projects where AI writes boilerplate code.
- **Level 5: AI Produced (Critical Evaluation)**
 - Definition: The assignment is to use the AI. The student prompts the AI to generate a full response and then critiques, fact-checks, or analyzes the output for accuracy and fairness.
 - Student Role: Critical Reviewer / Auditor.
 - AI Role: Content Generator.
 - Typical Use Case: "Ask ChatGPT to write an essay on the Civil War, then identify three historical inaccuracies."

Section 4: Academic Integrity & Discipline

BIE distinguishes between "Plagiarism" (claiming another's work as one's own) and "AI Misuse" (using a tool when not permitted).

- **First Offense (Teachable Moment):** Misuse of AI (e.g., using Level 5 AI on a Level 3 assignment) should generally be treated as a "Teachable Moment." The student should be required to redo the assignment, adhering to the originally assigned AI Scaffolding Level to demonstrate mastery, potentially for a capped grade, rather than receiving an automatic zero.

- **Continued Misuse:** Repeated violations will be escalated according to the standard Student Code of Conduct.
- **Official Assessments:** You are not permitted to use Generative AI for your school's benchmark, interim, or summative assessments. Using AI during these exams will invalidate your scores, which can be highly detrimental to your academic record.

Section 5: Residential Life, Privacy, & Age Restrictions

- **5.1 Residential Life & Study Hall Monitoring:** During mandatory study hall periods, residential staff will monitor student device usage through active visual observation to ensure academic integrity. Students may only use Generative AI tools if their specific assignment explicitly permits it under the 5-Level Scaffolding Matrix. If an assignment defaults to Level 1, residential staff will enforce the restriction.
- **5.2 Age Restrictions:** A school may not require students under the age of 13 to use a Generative AI tool for an assignment unless the tool is provided by a vendor that has a contract with the school, BIE, or the U.S. Department of the Interior, and that contract expressly requires the vendor to comply with all applicable privacy laws, including the Children's Online Privacy Protection Act.
- **5.3 Parental Opt-Out:** Parents/Guardians have the right to direct their child's education. If a family objects to the use of Generative AI tools, the school will provide an alternative assignment or method that achieves the same learning objective without using the technology.

Appendix A: Parent/Guardian Generative AI Opt-Out Form

The Bureau of Indian Education encourages the responsible use of Artificial Intelligence (AI) to enhance learning. However, we respect the right of parents and guardians to direct their child's education. By signing this form, you are opting your student out of using Generative AI tools (e.g., ChatGPT, Gemini, Microsoft Copilot) for school assignments.

Note: This opt-out does not apply to basic Assistive AI, such as spellcheck, grammar checkers, or standard calculators.

Student Name: _____ **Grade:** _____

School Name: _____

I formally request that my child not be permitted to use Generative AI tools for their coursework. I understand that my child will be provided with an alternative assignment or

an alternative method to achieve the same learning objective, and they will not be penalized academically for this opt-out.

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____ **Date:** _____

Appendix B: AI Misuse Disciplinary Referral (Optional)

Student Name: _____ **Date of Incident:** _____

Referring Teacher: _____ **Course/Subject:** _____

Assignment Name: _____

1. Assignment AI Level (Check the assigned Scaffolding Matrix Level):

☐ Level 1 (No AI)

☐ Level 2 (Ideation Only)

☐ Level 3 (Structure Only)

☐ Level 4 (Co-Creator/Citation Required)

2. Description of AI Misuse:

(e.g., Student submitted an essay fully generated by AI for a Level 1 assignment; Student used AI to write code without the required citations for a Level 4 assignment).

3. Action Taken (Check all that apply):

☐ **First Offense (Teachable Moment):** The student should be required to redo the assignment, adhering to the originally assigned AI Scaffolding Level to demonstrate mastery, potentially for a capped grade, rather than receiving an automatic zero

☐ **Grade Adjustment:** Redone assignment is subject to a capped grade of: _____

☐ **Escalation (Repeated Misuse):** Student has repeated this offense. Referral submitted to Administration for formal disciplinary action under the Student Code of Conduct.

Teacher Signature: _____ **Date:** _____

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