

# Guiding AI Policy with Student Voice

## “Nothing About Us Without Us”

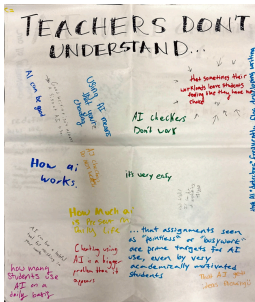
Through a multi-week series of meetings and discussions, a volunteer group of 9th-12th-grade students debated technical literacy and ethical dilemmas, critiqued draft policy and guidance, and created a Student AI Rights and Responsibilities guidance document for our small Portland district.



**AI COMMITTEE EXIT TICKET**  
**WHAT'S ONE THING YOU THOUGHT WAS INTERESTING TODAY?:**  
 Most people were more worried about AI's performance, rather than whether its use is justified in certain contexts.  
**WHAT IS ONE WAY YOU THINK AI WILL CHANGE THE WORLD?:**  
 It will be integrated into everything.

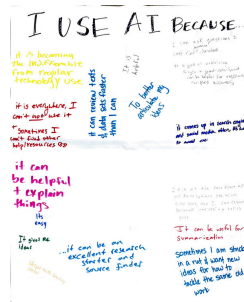


**IF YOU COULD MAKE ADULTS UNDERSTAND ONE THING ABOUT AI OR TECHNOLOGY, WHAT WOULD IT BE?:**  
 The use of AI is a rabbit hole. We can't let ourselves use it for everything, or we will probably become like the people from Wall-E.



Sometimes their workloads leave students feeling like they have no choice.

How helpful it can be at explaining things.

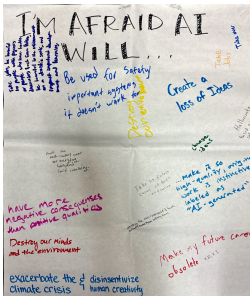


It comes up in search engines and on social media. It's hard to avoid use.

It's at the forefront of my generation's technological advances.

Damaging free thinking, creativity, and the planet.

Making things easier and less time consuming.



Take my future career (audio engineering).

Make it so high quality, original work is labeled "AI Generated."

## Student Selection

9<sup>th</sup> through 12<sup>th</sup>-grade students were invited to apply for a role on the committee. They were incentivized with service hours and snacks. Initially, we had approximately 24 students involved with an even mix of voices from all grades.

Student interest responses focused on a need for clear, fair, and effective guidelines for AI use, a desire to reduce casual or unethical use of AI in education, and a strong drive to provide a student perspective in school policy.



Interest form/Application Example

**“I think it's important for people to understand how LLMs, machine learning, and other forms of AI work, understand their strengths and limitations, in order to use them effectively. I think there are many people who use AI too much for where it is ineffective, and I would like to work with others at Riverdale to create AI policies that allow students to use AI effectively.”**

”

**“I want to be involved in this committee because I think AI is both dangerous and a super helpful tool, and I think thoughtful guidelines should be put in place that don't just ban AI.”**

”

**“I want to get involved in Riverdale's policies and also add this to my college applications.”**

”

# Committee Meeting Sequence

## Meeting 1: Baseline/Relationship Building

- Set Group Norms/Agreements
- Set and clarify committee task/parameters
- Activities
  - Silent Grafitti
  - AI Use Spectrum



Scan for detailed plan.

## Meetings 2-5: Policy Review and Needs Assessment

- Review sample policies, guidance, and artifacts (AI Stoplight)
  - Students identify concerns and loopholes, provide perspective and feedback
- Discussion Questions
  - Ex: “How should students/teachers/admin use AI?”
  - Ex: “How do we protect students and staff from harm?”
  - Ex: “How should users disclose AI use?”

## Meetings 6-7: Draft Policy

- Students work in small groups to draft example policies using their choice of framework
  - Revise existing IKJ G1
  - Modular Policy Framework
  - Minimum Viable Framework

## Meetings 8-9: Co-Authorship

- Create “Student Bill of Rights and Responsibilities”
  - Language to be inserted directly into policy and guidance documents

## Meeting 10: Reflect and Celebrate!

- Review and agree to created documents
- Discuss what went well, what could be improved
- Eat pizza!

# Student Rights and Responsibilities - Generative AI/LLMs

Our final product is a 2 column framework covering policy (big picture issues such as philosophy, values, equity, access, etc) and guidance (specifics such as rules, acceptable use, consequences and restorative processes, etc).

## Sample

What Students need from the District	What the District can expect from Students
<b>Independent Student Use (general schoolwork, research, editing, etc.)</b>	
<ul style="list-style-type: none"> <li>● Guidance on selecting the right platform for the task and for safety/data security.</li> <li>● Specific guidelines for acceptable use.</li> <li>● Instruction on general use, prompt engineering, and platforms.</li> <li>● Instruction on citation.</li> <li>● Information on environmental impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Disclosure of AI use (chat logs, citations, etc.)</li> <li>● Use of school accounts and devices for school-related purposes.</li> <li>● AI used at school should be for educational purposes.</li> </ul>
<b>Student Use in Class (use as part of specific assignments)</b>	
<ul style="list-style-type: none"> <li>● Clear guidelines/boundaries on acceptable use for specific classes/assignments.</li> <li>● Instruction in the use of specific AI tools/models.</li> <li>● Restorative plan for overstepping acceptable use.</li> <li>● Common understanding that AI use without citation is plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>● Mutual trust and accountability.</li> <li>● Students follow educator-provided guidelines and practice academic integrity.</li> <li>● Work with teacher as subject-matter expert.</li> <li>● Approach questions of academic integrity with curiosity and a collaborative mindset.</li> </ul>
<b>Staff use for Teaching/Creation of Teaching Materials</b>	
<ul style="list-style-type: none"> <li>● Disclosure of AI use.</li> <li>● Review AI output critically before use in class.</li> <li>● Teachers should use for streamlining and enhancing content, not creating standards-based instructional materials.</li> <li>● AI should not be used for final decision making. Know your students.</li> </ul>	<ul style="list-style-type: none"> <li>● Assume best intentions.</li> <li>● Concerns about teacher AI use should be communicated from student to teacher / student to admin.</li> </ul>

## Takeaways

### A Partnership of Trust and Transparency

Students envision a relationship with the district built on mutual trust and accountability. They expect clear guidance on which platforms are safe to use, specific instruction on prompt engineering, and a clear understanding of how and when to cite AI. In return, the district should expect students to use approved tools on school devices for educational purposes and to be fully transparent about their AI usage, including providing chat logs when requested. This transparency extends to educators, who should disclose when AI has been used to enhance teaching materials while remaining the primary subject-matter experts.

### Human-Centered Instruction and Administration

The student narrative places strict boundaries on how staff should utilize AI. They emphasize that AI should never make final decisions regarding student advancement or discipline. While AI is appropriate for streamlining "busy work" or creating rough outlines for lesson plans, students believe it should not be used for tasks requiring a "personal" touch, such as writing letters of recommendation or creating standards-based instructional materials from scratch. Every AI-generated output, whether for a classroom worksheet or an administrative brief, must be rigorously reviewed and vetted by a human to ensure accuracy and relevance.

### Commitment to Data Privacy and Ethics

A significant portion of the student position focuses on the district's responsibility to protect student and staff data. Students advocate for the following:

- **Safe Platforms:** The district should provide access to AI models that do not collect personally identifiable information (PII) or use student data to train commercial models.
- **Security Education:** Students want to be educated not just on how to use AI, but on the personal data security implications and the environmental, social, and economic impacts of these technologies.

### Navigating Academic Integrity Restoratively

The student committee recognizes that "misuse" will occur but urges the district to adopt an "innocent until proven guilty" stance. While they acknowledge that using generative AI without citation is plagiarism, they propose a response that is conversational, restorative, and relationship-based. They suggest that teachers provide "stop light" parameters for every assignment so that boundaries are clear and accessible to both students and caregivers. Ultimately, the students argue that tools used for simple proofreading or grammar checks should not face consequences, as these functions mirror the help a human could provide.

## Responding to Student-Drafted AI Policy

Below are three excerpts from the AI policy drafted by our student committee. Reflect on these excerpts and share your takeaways with a partner.

**“ The district will provide students with ongoing instruction regarding safe platforms, prompt engineering, and standard methods for citing AI use to ensure academic integrity. Students will also learn the environmental, social, and economic impacts of AI use. ”**

**“ For every assignment or course, teachers shall provide clear parameters that are accessible to both students and caregivers. ”**

**“ AI must support, not replace, human educators, pedagogy, or curriculum. AI tools may not be used without strict human oversight for grading, assessments, placement, or advancement. All AI-generated content must be proofed for accuracy and bias before distribution to staff, community, or students. AI should ALWAYS be used with a human in the loop. ”**

What specific concepts or word choices shift the policy from punitive to empowering?

Which of these policy additions would an adult-only committee have missed?

How could you apply the spirit of this addition to your own district's culture? Who could you engage to ensure it meets your community's needs?