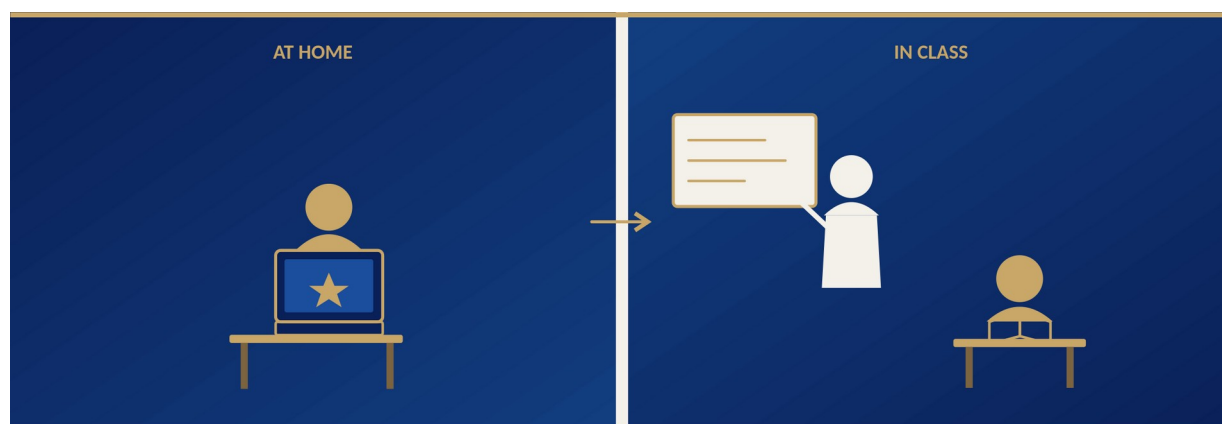


THE AMERICAN ACADEMY FOR YOUNG PROFESSIONALS (GR. 6-12)

East Campus, 7504 Division Avenue, Birmingham, AL

ARTIFICIAL INTELLIGENCE USE POLICY

A Strategic Framework for Teaching, Learning, and Innovation



Effective 2026-2032

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1. Guiding Philosophy

The American Academy for Young Professionals (AA-YP) is not opposed to artificial intelligence. Like every transformative technology before it — the calculator, the internet, the search engine — AI is a tool built by human beings, and its value depends entirely on how thoughtfully it is used. AA-YP does not abandon innovation because it can be misused; instead, AA-YP builds structure around it, so that students learn to use AI as a professional-grade tool rather than a substitute for their own thinking.

AI can never be a human. It cannot replace a teacher's judgment, a mentor's encouragement, a coach's correction, or the discipline built through genuine struggle with hard material. AA-YP's mission — developing young professionals who can think critically, write clearly, and speak with command of their subject — depends on students doing the cognitive work themselves. This policy exists to make sure AI strengthens that mission instead of quietly hollowing it out.

Core Principle: Home for Exposure, Classroom for Proof

AA-YP's strategic approach draws a clear, teachable line between where AI belongs and where it does not:

- **At home — AI may assist.** Students may use approved AI tools for research, background reading, and pre-content introduction: previewing a topic before it is taught, exploring vocabulary, generating practice questions, or getting a first pass at unfamiliar material so class time starts from a higher baseline.
- **In class — humans verify.** Direct instruction, discussion, writing, and assessment remain teacher-led and AI-restricted. This is where AA-YP confirms that a student actually knows the content, can construct an argument, and can explain their reasoning out loud and on paper — without a tool doing the thinking for them.

In short: AI previews content at home; people prove learning in the classroom.

2. Guiding Principles

- **AI is a tool, not a teacher.** It can explain, summarize, and quiz, but it does not know a student, does not notice when they've stopped trying, and cannot build the relationship that drives real growth. Every use of AI at AA-YP sits underneath a human educator, not beside one.
- **Struggle is part of learning.** AA-YP protects productive difficulty — the discomfort of drafting a rough paragraph, working a problem the wrong way first, or forming an opinion before checking what the internet already thinks. AI use is structured so it never removes that struggle from a student's own work.
- **Transparency over prohibition.** Rather than pretending AI does not exist, AA-YP teaches students exactly when its use is appropriate, when it is not, and why — the same distinction they will need to navigate in college and in any modern workplace.
- **Human verification of learning.** Every content area retains in-person, human-graded checkpoints — class discussion, oral explanation, timed writing, hands-on demonstration — so that AI-assisted preparation never substitutes for demonstrated mastery.
- **Equity of access.** Any AI tool approved for home use must be free or school-provided, so that no family's ability to participate depends on a paid subscription.

- **Privacy and safety first.** No AI platform is approved for student use without a data-privacy review. Students never input personally identifying information, and no AI tool has unsupervised access to a minor.
- **Faculty model the standard.** Teachers are trained to use AI transparently in their own preparation and are the first line of judgment on how it is used, or not used, in their classrooms.

3. Strategic Framework: Where AI Fits in a Student's Day

3.1 At Home — Research & Pre-Content Introduction

Used before a lesson, AI functions as a preview tool that raises the floor for classroom discussion. Approved home uses include:

- Previewing a topic the night before it's taught, so students walk into class with vocabulary and context already in hand.
- Asking clarifying questions about assigned reading ("explain this paragraph a different way") without asking AI to write the analysis itself.
- Generating self-quiz questions from a textbook chapter to check basic recall before class.
- Researching background facts for a topic, with source-checking taught as part of the process.
- Getting a first explanation of a stuck homework problem's underlying concept — not the final answer — before bringing the real question to a teacher.

3.2 In the Classroom — Teaching & Assessment Remain Human-Led

Class time is where AA-YP confirms a student actually owns the material. Primary teaching, discussion, writing instruction, and all graded assessment continue to be delivered and evaluated by AA-YP faculty, with AI use restricted or absent, including:

- Direct instruction and Socratic discussion led by the teacher.
- In-class essays, timed writing, and drafting done by hand or on locked-down devices.
- Oral defense of written work — students explain and answer questions about what they wrote.
- Quizzes, tests, and presentations completed without AI access.
- Collaborative problem-solving and Socratic seminars where reasoning is heard aloud, not generated.

Because pre-content introduction happens at home, teachers gain something valuable: more in-class time for discussion, debate, writing coaching, and one-on-one feedback, since students arrive already oriented to the topic.

4. Innovative Classroom Applications

The following are concrete, department-level ways AA-YP can put AI to work in service of the philosophy above.

4.1 English Language Arts & Writing

- AI-generated "first draft critiques": students submit their own draft and use AI only to identify categories of weakness (clarity, evidence, and transitions) — never to rewrite the passage — then revise it themselves.

- Socratic AI questioning at home to prepare discussion points on assigned literature, followed by in-class seminar where the discussion itself is graded.
- Vocabulary and rhetorical-device pre-teaching before poetry or rhetoric units.
- Comparative style exercises: students study how AI writes a paragraph on a topic, then critique its weaknesses versus a strong human model, sharpening their own editorial eye.

4.2 Mathematics & Sciences

- Step-by-step concept explainers at home for a skill taught the next day (e.g., "explain what a derivative represents" before calculus class introduces it formally).
- AI-generated practice problem sets at a student's specific skill level for extra home practice, with in-class work remaining unassisted.
- Lab-report data analysis support (e.g., helping visualize a dataset) paired with a required in-class oral explanation of the underlying method.
- Using AI to simulate a "disagreeing colleague" that challenges a student's hypothesis before a science fair or research submission.

4.3 History, Civics & Social Studies

- Background research and primary-source context-building at home before a document-based discussion in class.
- AI-assisted debate prep: students use AI to steelman the opposing side of an argument at home, then debate live in class without AI support.
- Timeline and historical-context primers before a unit, freeing class time for analysis and argument rather than fact transfer.

4.4 College & Career Readiness (UAB / NASA / ICES partnerships)

- AI-assisted college and scholarship research (deadlines, program fit, and requirements) with the final essay written and human-reviewed without AI drafting.
- Career-exploration modules tied to AA-YP's UAB and NASA partnerships, where students use AI to research a STEM career field before a mentor session or campus visit.
- Mock interview preparation: AI-generated practice questions at home, followed by live mock interviews conducted by AA-YP staff or partner professionals.
- Resume and professional-document drafting taught as an AI-literacy skill in its own right — since responsible AI-assisted writing is itself a workplace competency AA-YP can teach explicitly.

4.5 Differentiated Learning & Student Support

- AI-generated leveled reading and practice materials to differentiate for students who need extra scaffolding or additional challenge, reviewed by the teacher before use.
- Support for English-language learners previewing vocabulary and content at home in advance of class.
- Accommodation support for students with IEP/504 plans (e.g., text simplification, read-aloud prep), used as a supplement to, never a replacement for, services already in place.

4.6 Foreign Language

- Conversational practice partners at home for vocabulary and grammar drilling, with all graded speaking assessments conducted live with an instructor.
- AI-generated culture and context primers before units on target-language countries.

5. School-Wide & Administrative Applications

Beyond the classroom, AA-YP can use AI to strengthen operations, communications, and institutional capacity — the same disciplined, tool-not-teacher approach applied at the system level.

5.1 Teaching & Curriculum Support (Faculty-Facing)

- AI-assisted lesson-plan drafting and differentiation, reviewed and finalized by the teacher of record.
- Rubric and practice-assessment generation to give teachers a faster starting point, not a final product.
- Professional development modules that train faculty to model transparent, ethical AI use for students.

5.2 Administrative Efficiency

- Drafting support for reports, newsletters, and family communications — such as the UAB Research & College Day registrant analysis or Back-to-School Rally materials — with final review and approval remaining with AA-YP staff.
- Data analysis support for enrollment trends, event registration, and scholarship administration reporting.
- SEO and digital-presence support (as already underway for aa-yp.org): directory correction outreach, structured business-listing data, and website content review.
- Meeting-notes summarization and action-item tracking for board and committee meetings, reviewed for accuracy before distribution.

5.3 Family & Community Engagement

- Multilingual translation support for family communications, expanding access for non-English-speaking households.
- AI-assisted first drafts of flyers, QR-code resource sheets, and pre-registration forms (e.g., the NASA & AA-YP AI Summit interest form), finished and branded by AA-YP staff.
- A parent-facing AI literacy session, so families understand the same home/classroom boundary their students are taught.

5.4 Strategic & Institutional Partnerships

- Using AI research tools to support grant research and the identification of funding opportunities aligned with AA-YP's mission.
- Supporting UAB, NASA, and ICES collaboration logistics — briefing documents, agenda drafts, and data summaries — with substantive content reviewed by the relevant faculty lead.

6. Prohibited & Restricted Uses

- **No AI-generated work submitted as a student's own.** Any assignment, essay, or assessment must reflect the student's own writing and reasoning. Submitting AI-generated text as original work is treated as an academic-integrity violation under AA-YP's existing honor code.
- **No AI use during graded assessments** unless a specific assignment explicitly designates an AI-assisted component, disclosed in advance by the teacher.
- **No unsupervised AI accounts for minors.** Only school-vetted, age-appropriate platforms are approved, consistent with COPPA and FERPA requirements; students do not create independent accounts with personal data on unapproved tools.
- **No AI as a substitute for required human interaction,** including counseling conversations, disciplinary conversations, teacher feedback conferences, or college and career advising.
- **No entry of personally identifying student, family, or staff information** into any AI tool that is not covered by a school data-privacy agreement.

6.1 Consequence Ladder

AA-YP determines misuse through corroborating evidence — drafts, notes, in-class writing samples, and oral defense — rather than relying on AI-detection software alone, since automated detectors are known to produce false positives. A student is always given the opportunity to explain and demonstrate their own process before a violation is finalized. Consequences scale with the pattern of behavior, consistent with AA-YP's existing honor code:

- **First instance.** A private conference with the teacher. No disciplinary record is created. The student redoes the assignment and submits supporting process work (notes, drafts, or an oral walkthrough) demonstrating their own understanding.
- **Second instance, or a clear and deliberate violation.** A meeting with the Administrator's office. The incident is documented in the student's file, a grade consequence is applied per the honor code, and parents or guardians are notified.
- **Repeated or severe violations** (for example, a wholesale AI-generated submission or deliberate concealment) proceed through AA-YP's full honor code process, up to and including suspension consistent with existing disciplinary policy, with a required parent conference.

This ladder is calibrated for good-faith mistakes as students learn a new boundary, while still treating deliberate, repeated dishonesty with the seriousness it already carries under the honor code.

7. Protecting Assessment Integrity

Because pre-content introduction moves to the home, AA-YP is deliberately strengthening — not weakening — how it verifies learning in class:

- In-class, handwritten or locked-device essays for major writing assessments.
- Oral defense components, where students explain their own work aloud to a teacher.
- Socratic seminar and structured classroom discussion, graded on live participation and reasoning.
- Process-based grading (drafts, notes, revisions) that shows a student's own thinking developing over time, not just a finished product.

- Periodic "cold" in-class writing on a topic without prior AI-assisted preparation, to confirm underlying skill independent of home practice.

8. Faculty Training & Professional Development

- Annual AI-in-education training for all faculty, covering approved tools, ethical use, and how to design assignments that are resistant to inappropriate AI substitution.
- A shared library of AI-aware assignment design (e.g., process-based rubrics, in-class components) maintained and updated department by department.
- A designated AI point-of-contact — recommended to be the Administrator's office, in coordination with department chairs — to field questions and update the approved-tools list.

9. Governance, Data Privacy & Ongoing Review

- **Approved-tools list.** AA-YP maintains a single list of school-approved AI platforms, each reviewed for data privacy, age-appropriateness, and educational value before adoption.
- **Data privacy compliance.** All approved tools are reviewed against FERPA and COPPA requirements; no platform is approved that sells or retains student data beyond what is contractually required for service delivery.
- **Annual policy review.** This policy is reviewed at least annually by school leadership and the Board, with updates reflecting how the technology — and its risks — continue to evolve.
- **Family transparency.** Parents and guardians are informed, in plain language, which tools their students may use, for what purpose, and what safeguards are in place, with an opportunity for questions at Board and family presentations.

9.1 Parental Consent & Opt-Out

- **Annual consent.** As part of enrollment and re-enrollment paperwork each year, parents and guardians review and sign a plain-language AI Use Consent Form describing the approved-tools list, the home/classroom boundary, and this policy's safeguards.
- **Verifiable consent for students under 13.** Consistent with COPPA, no student under 13 is enrolled in an account on an approved AI platform until a parent or guardian has provided verifiable, tool-specific consent, separate from the general enrollment consent.
- **Opt-out, at any time, no penalty.** A family may decline AI tool use for their student for any reason. Opted-out students receive equivalent, non-AI pre-content materials — teacher-prepared reading guides, vocabulary lists, or study questions — so they arrive at class equally prepared. Opting out never affects a student's grade, standing, or access to instruction.
- **Mid-year changes.** A family may update or withdraw consent at any point by notifying the Administrator's office in writing; the change takes effect within five school days.

10. Implementation & Rollout Timeline

This policy takes effect for the 2026–2032 strategic window, with the school year beginning September 2026. The window is reviewed and refined annually per Section 9, with a full formal rewrite planned at the end of the five-year period. Getting there is a phased process, not a single switch-flip:

10.1 Fall 2025 (September – November): Foundation

- Board approval of this policy, with any amendments arising from the family and board review process.
- AI point-of-contact and review committee formally named (Section 8).
- Approved-tools list finalized against the Appendix A rubric, including signed data-privacy agreements.
- Legal/compliance review of FERPA and COPPA language completed.

10.2 Spring 2026 (January – May): Preparation

- Faculty professional development delivered across all departments (Section 8).
- AI Use Consent Forms distributed and collected as part of re-enrollment paperwork.
- Family information session held to walk parents through the home/classroom boundary and the opt-out process.
- Assignment-design library (process-based rubrics, in-class components) published for faculty use.

10.3 September 2026: Launch

- Policy goes into effect academy-wide at the start of the school year.
- Students and families oriented to the approved-tools list during the first weeks of school.
- Year 1 monitoring begins, including informal check-ins with faculty on early implementation friction.

10.4 Ongoing: Ownership Beyond Launch

- Annual policy review each spring, per Section 9, incorporating faculty and family feedback and any changes to the approved-tools list.
- Periodic reporting to the Board on usage patterns, honor-code incidents, and family opt-out rates.
- A full policy rewrite at the close of the 2026–2032 window, informed by five years of implementation data.

11. Closing Statement for Board & Family Presentation

AA-YP is not choosing between technology and tradition. The Academy is using AI exactly as a professional tool should be used: to prepare, to research, and to save time on the front end — so that the time students spend with their teachers is spent on the work only humans can do together. AI can inform a student. It cannot inspire, correct, mentor, or believe in one. That work remains, as it always has, with AA-YP's faculty and staff.

AA-YP is not against innovation — AA-YP is structuring it, so that every student who walks through the door still leaves able to think, write, and speak for themselves.

Appendix A: Approved AI Tools — Starter List & Evaluation Rubric

The tools below are a starting point for the AI point-of-contact and review committee (Section 8) to formally evaluate — not a final endorsement. Pricing, features, and compliance status in the AI-tools market change quickly; confirm current terms and obtain a signed data-privacy agreement before any tool is added to the approved list.

Evaluation Rubric

Before a tool is added to the approved list, it must clear every item below:

- A signed data-privacy or data-processing agreement with the school is available and current.
- The vendor publishes FERPA-aligned data handling and, for any student under 13, COPPA-compliant consent mechanisms.
- Student data is not used to train the vendor's AI models and is not sold or shared with third parties.
- The tool provides teacher visibility into student use, rather than operating as an unsupervised student-facing chatbot.
- The cost model is free or school-funded for students, consistent with the Equity of Access principle in Section 2.
- The tool's content and interaction design is age-appropriate for the grade band it will serve.

Starter Candidates for Committee Review

- **Teacher-facing productivity (lesson planning, rubrics, differentiation, IEP support).** Platforms such as MagicSchool AI are built specifically for K-12 staff workflows and publish FERPA/COPPA-aligned compliance documentation; verify the current agreement before adoption.
- **Student-facing tutoring.** Platforms such as Khanmigo (Khan Academy) offer Socratic-style tutoring and are strongest where the tool's content library aligns with AA-YP's curriculum, particularly in math; fit should be piloted subject-by-subject rather than assumed school-wide.
- **Platform-native options.** If AA-YP already holds a Google Workspace or Microsoft 365 institutional contract, the education tiers of those platforms (e.g., Gemini for Education, Copilot for Education) may offer the cleanest compliance path, since student data handling is covered under the existing institutional agreement rather than a new third-party vendor relationship.
- **Child-first, safety-moderated platforms.** For the middle-school band in particular, platforms built with student safety and moderation as the core design (rather than a filter added to a general-purpose model) are worth prioritizing in the committee's review.
- **Prohibited regardless of the above:** personal or consumer accounts on general-purpose AI tools (e.g., a student's own ChatGPT, Gemini, or Claude account) for schoolwork. These lack an institutional data-privacy agreement, age verification, and teacher visibility, and fall outside the protections this policy is built to guarantee.