



2026-27

TOLLESON UNION HIGH SCHOOL DISTRICT #214

Generative Artificial Intelligence

District Guidance for All



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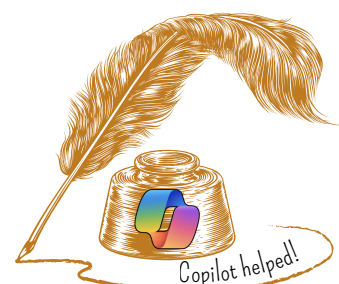
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This document was written with
M365 Copilot's assistance.

Introduction

Purpose & Scope

The development of this guidance document involved research on state, district, and organizational policies and guidance related to generative AI (Gen AI). A Gen AI task force and focus group were assembled, including teachers, curriculum coordinators, directors, parents, and students (through a classroom pilot period.) This group collaborated to create a framework and resources for ethical and practical uses of generative AI. Their shared input ensured alignment with the district's mission of enhancing teaching and learning through innovative technology.

This document is intended to guide our staff, students, and communities on the appropriate and responsible use of generative artificial intelligence (Gen AI) in classroom instruction, student learning, and school and district processes. While Gen AI offers significant educational benefits, we must also be vigilant in managing the associated risks.

Task Force and Focus Group SY 2024-25

Task Force

- Tara (Suggs) Duvall, Instr. Tech. Integration Coordinator
- Sarah Pastula, Instr. Tech. Integration Coach
- Antonio Aguirre, Dir. of Information Technology
- Dr. Felipe Baez, Ph.D., Dir. of the Office of Learning and Academic Success
- Wendy Davy, Dir. of Educational Data and Innovation
- Garrett Godoy, Assistant Dir./Network and Project Management
- Ernesto Tostado, WPHS Teacher
- Andrew Velasco, WPHS Teacher
- Maria Becerra, Specialized Instruction Coord.
- Christina Boston, Dir. of Multilingual & Multicultural Ed.
- Efrain Filerio, Career and Technical Education Coord.
- Oscar Gironi, Counselor Coord.
- Julia Herman, Instr. Leadership Coord. Social Studies
- Brittney Moreno, English Acquisition Program Coord.

Focus Group

- William Huth, CCHS Teacher
- Ladonna Kerbs, CCHS Teacher
- Austin White, CCHS Teacher
- Erin Farr, CEA/LA Teacher
- Kelcey Brown, WHS Teacher
- Thomas Cooper, WHS Teacher
- Stephen Nowbath, WPHS AP of Instruction
- Samuel Olderbak, Instr. Leadership Coord. Math
- Delsey Olds, Instr. Leadership Coord. Science
- Donna Slaybaugh, Student Success Coord.
- Alejandra Lopez, Executive Asst. to the Executive Dir. of the Office of Learning and Academic Success
- Dr. Benjamin McClendon, Instr. Leadership Coord. English
- Anna Smith, Student Data and Research Coord.
- Matthew Haley, IT Supervisor

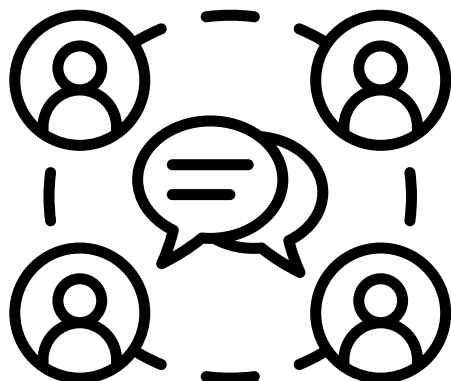
Generative AI Committee for SY 2026-27

In the spring of 2026, the Gen AI Focus Group was renamed the Generative AI Committee, and committee meetings commenced. The Gen AI task force met with the committee to review the current guidance, discuss its effectiveness, and make suggestions for improvement. In addition, members met in subcommittees to focus on key areas including instruction, professional development, student AI/media literacy, and family outreach. Listed below are the 2026 committee members.

Task Force

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- Tara Duvall, Instr. Tech. Integration Coordinator
- Sarah Pastula, Instr. Tech. Integration Coach
- Ernesto Tostado, Instr. Tech. Integration Coach
- Antonio Aguirre, Dir. of Information Technology
- Dr. Felipe Baez, Ph.D., Dir. of the Office of Learning and Academic Success
- Wendy Davy, Dir. of Educational Data and Innovation
- Garrett Godoy, Assistant Dir./Network and Project Management



Gen AI Committee

- Maria Becerra, Specialized Instruction Coord.
- Thomas Cooper, WHS Teacher
- Joseph Dean, SLHS Teacher
- Heather Eaton, LJCHS Teacher
- Erin Farr, LJCHS Teacher
- Breezy Figueroa, SLHS Teacher
- Courtney Green, WHS Teacher
- Matthew Haley, IT Supervisor
- Julia Herman, Instr. Leadership Coord. Social Studies
- Ladonna Kerbs, CCHS Teacher
- Laura Melde, CCHS Teacher
- Malerie Mech, CCHS Teacher
- Brittney Moreno, English Acquisition Program Coord.
- Dr. Shad Morrow, SLHS AP of Registration
- Stephen Nowbath, WPHS AP of Instruction
- Anna Smith, Student Data and Research Coord.
- Christine Stout, DLA Teacher
- Lindsay Witt, LJCHS Teacher
- Jennifer Wood, UHS Teacher

Gen AI Committee Decisions and Direction

Updated District AI Stance

The committee approved updating the district's AI stance from "AI will play a crucial role" to "AI **plays** a crucial role." This change reflects that AI is already part of classroom instruction and planning today. The revised language emphasizes the need for clear guidance, AI literacy, and human oversight in all AI use.

AI Tool Access and Transparency

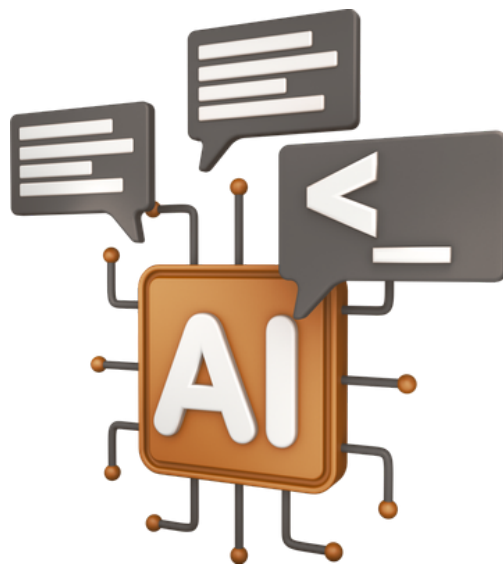
The committee agreed **not to block vetted AI tools**, including those outside Microsoft Copilot. Limiting access was seen as a barrier to transparency, instructional opportunity, and real-world readiness. Instead, the district will focus on responsible use, ethical decision-making, and critical evaluation of AI tools. *(EdTech team members Tara Duvall, Sarah Pastula, and Ernesto Tostado abstained from voting to preserve neutrality.)*

Copilot in Microsoft 365

Copilot will remain enabled in Microsoft 365 applications as a district-supported tool. Ongoing guidance will clarify appropriate use, instructional boundaries, and **FERPA-safe practices**, with a clear expectation that AI output is always reviewed by a human. *(EdTech team members Tara Duvall, Sarah Pastula, and Ernesto Tostado abstained from voting.)*

Academic Integrity Framework Alignment

The district's AI framework will be revised to align with Brophy College Prep's AI Levels for Academic Integrity. This tiered model clearly defines when AI use is appropriate, limited, or not allowed. The framework promotes consistency, transparency, and responsible AI use while supporting student AI literacy.



OUR STANCE ON GENERATIVE AI



We believe that generative AI plays a crucial role in preparing students to thrive in a rapidly changing world. Our district is dedicated to meeting students where they are, recognizing the diverse levels of understanding within our community. By using generative AI **ethically**, we aim to equip students with the skills and knowledge necessary for college, careers, and life. This approach will enhance **communication and partnerships**, fostering collaboration and innovation.

Generative AI Definition

Generative AI is a type of artificial intelligence that uses advanced **algorithms** and **machine learning techniques** to create unique content, like images, music, and language. It works by mimicking human thought processes and responding to specific prompts to generate new and original outcomes from **large sets of data**. This technology is changing how we create and interact with digital content, offering exciting opportunities for innovation and learning.

Terms to Know



Ethically: using AI responsibly, maintaining original thought and integrity with its use

Communication and partnerships: AI helps people work together better by creating new ideas and making tasks easier. It also helps students and teachers learn and communicate more effectively.

Generative AI: creates unique digital content

Algorithms: a step-by-step procedure for solving problems or making decisions using data and logic.

Machine learning techniques: these techniques enable AI to learn from data

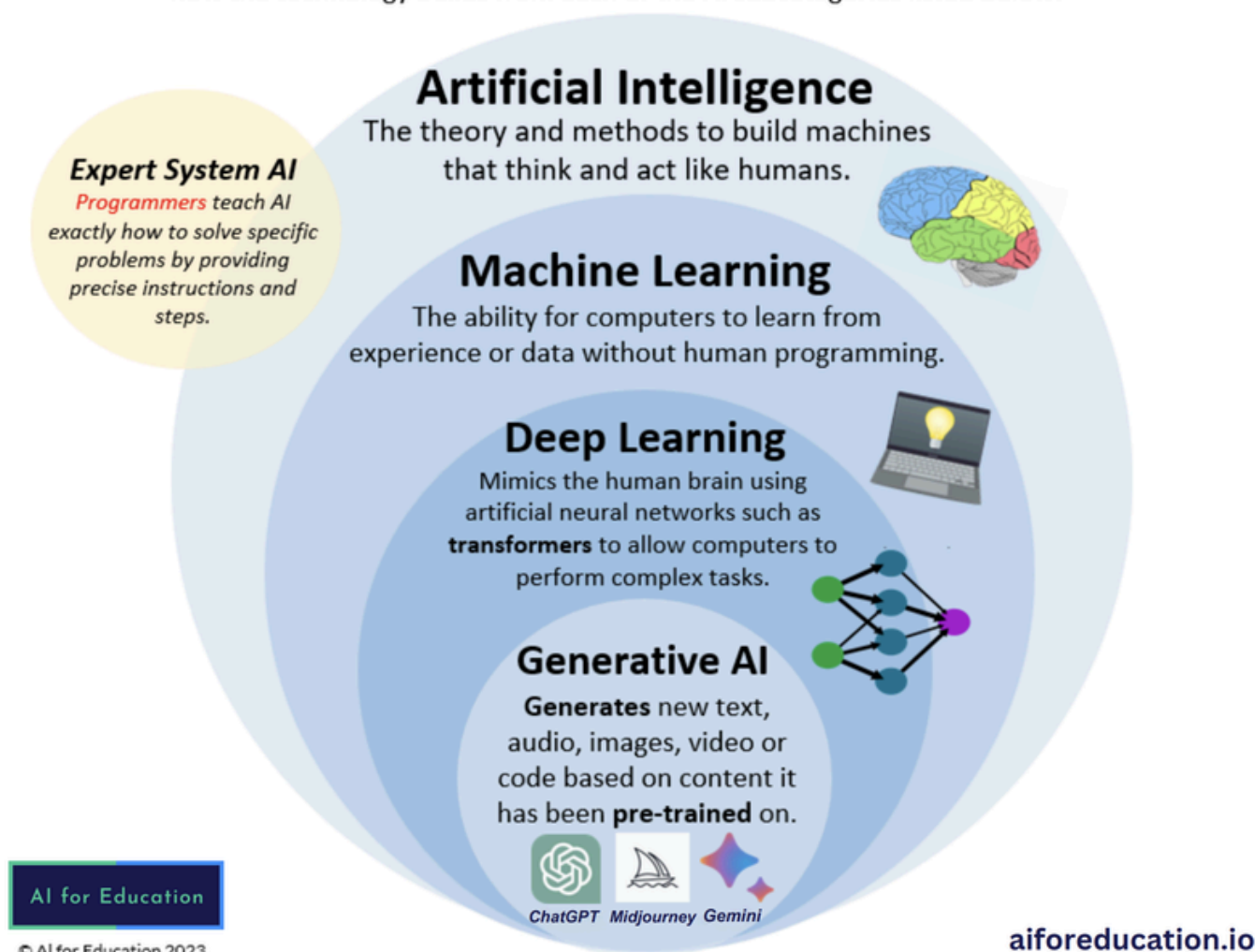
Large sets of data: these are vast collections of information used by AI to learn and make decisions

AI vs. Generative AI

Generative AI refers to a subset of AI technologies that focus on creating new content, such as text, images, and music, based on learned patterns from existing data. The graphic below from AI for Education illustrates where generative AI falls within the larger scope of artificial intelligence.

Defining Generative AI

To understand generative artificial intelligence (GenAI), we first need to understand how the technology builds from each of the AI subcategories listed below.



This open source image is from AI for Education. It is located here <https://www.aiforeducation.io/ai-resources/generative-ai-explainer>.

District Policy on Generative AI

TUHSD's district policy **IJNDB USE OF TECHNOLOGY RESOURCES IN INSTRUCTION** addresses the use of Gen AI. The section is highlighted below.

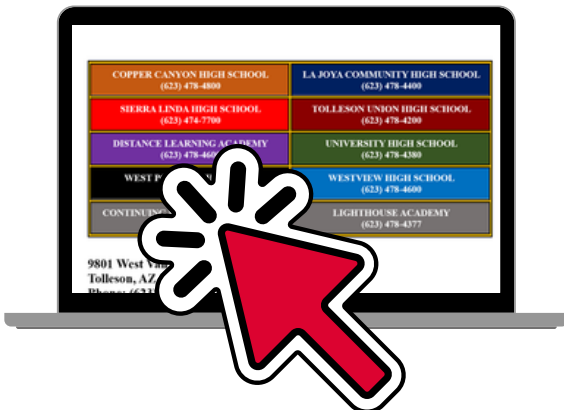


Generative Artificial Intelligence

Programs

The proper use of Artificial Intelligence (AI) programs can be effective at enhancing student learning and can prepare students with the competencies and knowledge needed in the digital age. Its use should also be guided by responsible and ethical considerations, including mitigating bias, promoting transparency, and providing AI benefits to all students. Use of AI programs in the classroom should be approved by the site or District administrator, and teachers' instructions and expectations should guide the classroom use of AI. AI use should be guided and monitored by teachers and/or administrators and should align with the District's guidelines and policies, including any relevant student rules/responsibilities. AI resources should be available to all students, including those with disabilities and English language learners. Use of an AI system should comply with the Family Educational Rights and Privacy Act (FERPA) and should support data privacy and security.

Student Handbook



The Student Handbook highlights district policy on AI as written above.

The handbook also addresses cheating in general on page 32.

Guiding Principles

Aligning our AI principles with the TUHSD Strategic Plan is crucial to ensure that our approach to AI use is consistent with our district's values and goals. The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. By adhering to these guidelines, we ensure that our AI use is both effective and responsible and promotes the values that this district upholds: safety, excellence, respect, visionary thinking, integrity, curiosity, and empathy.



Use AI to help all of our students achieve their educational goals: This ensures that AI is leveraged to provide personalized learning experiences and support equitable access to education.



Follow district policies and regulations: Adhering to these guidelines ensures compliance and consistency in the implementation of AI across the district.



Educate and support staff and students about generative AI: Providing education and support fosters a culture of understanding and responsible use of AI technologies.



Explore AI opportunities and address risks: This encourages innovation while also identifying and mitigating potential risks associated with AI use.



Uphold academic integrity with AI: Maintaining academic integrity ensures that AI is used ethically and that the credibility of our educational system is preserved.



Allow student and teacher agency when using AI tools: Empowering students and teachers to make decisions about AI use promotes creativity and autonomy.



Monitor and evaluate the district's use of generative AI regularly: Regular monitoring and evaluation ensure continuous improvement and accountability in the use of AI technologies.

Ethical Use & Privacy

Generative AI is a powerful and transformative tool that can enhance teaching, personalize learning, and spark creativity in both educators and students. However, as with any emerging technology, it comes with important considerations. To use AI responsibly and effectively in education, it's essential to understand the potential risks it poses—such as bias, misinformation, intellectual property concerns, data privacy issues, and inequitable access. By being aware of these challenges and taking proactive steps to address them, we can ensure that AI is used in ways that are ethical, inclusive, and aligned with educational values.

Principles of Ethical AI Use

Bias

Generative AI models are trained on vast datasets collected from the internet, which often reflect societal biases—both subtle and overt. As a result, these models can unintentionally produce biased or stereotypical outputs, especially when prompted with sensitive topics related to race, gender, culture, or identity. This can impact the fairness and inclusivity of educational content or decision-making tools powered by AI. To counteract bias, educators and students should critically evaluate AI outputs, use diverse and representative training data when possible, and use human oversight to ensure that AI-generated content aligns with district values and equity goals.

Misinformation & Falsehoods

Generative AI can sometimes produce inaccurate or misleading information because it generates responses based on patterns in data rather than verified facts. This means it may "hallucinate" details or present outdated or incorrect content with confidence. In an educational setting, this can lead to the spread of misinformation if not carefully reviewed. To mitigate this risk, educators and students should verify AI-generated content against trusted sources and teach students critical thinking skills to question and cross-check information.

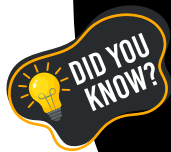
Principles of Ethical AI Use (*continued*)

Intellectual Property

Generative AI models may inadvertently reproduce copyrighted material or closely mimic proprietary content from their training data. This raises concerns about intellectual property rights, especially when using AI to create lesson materials, student projects, or published content. To stay compliant, users should avoid passing off AI-generated content as original without proper attribution and should use tools that respect copyright guidelines and offer clear usage rights.

Data Privacy

When users input personal or sensitive information into AI tools, there is a risk that this data could be stored, reused, or exposed, depending on the platform's privacy practices. In schools, this is especially critical when working with student data. To protect privacy, districts should use AI tools that comply with FERPA and other data protection laws, avoid entering identifiable information, and educate staff and students on safe data practices.



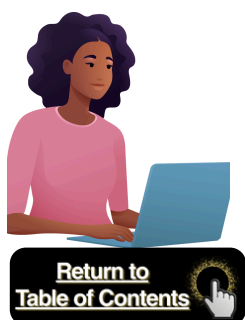
TUHSD provides staff licenses for **Microsoft 365 Copilot**. This ensures higher data security and ensures information entered in prompts will not be shared outside of TUHSD. **It is still important to avoid entering personally identifiable information (PII) in AI systems.**

Equitable Access

Not all students and educators have equal access to the devices, internet connectivity, or digital literacy needed to effectively use generative AI tools. This digital divide can widen existing educational inequities. To promote equitable access, districts should ensure that AI tools are accessible on school-provided devices, offer training and support for all users, and consider the diverse needs of learners when integrating AI into instruction.

Humans in the Loop

Human oversight is essential to ensure that Generative AI is applied in ways that advance learning and uphold ethical standards.



Framework for Generative AI Use

Our district's Gen AI framework uses a four-tiered model (Levels 0–3) to define how AI may be used in student work. Level 0 means no AI use is allowed, while Level 3 allows AI for content creation. The framework helps teachers, students, administrators, and staff use AI responsibly, with clear expectations for human oversight, data privacy, ethics, and AI literacy.

AI *Use in Class:* A Student Guide



Know when it is appropriate to use generative AI in school. Follow the guidelines below and always cite AI use, especially in levels 2 and 3.

LEVEL

0

AI IS NOT ALLOWED

You must do this work completely on your own. Work at this level is reserved for testing and in-class assignments only.



LEVEL

1

AI FOR RESEARCH & IDEAS

You can use AI-enhanced search engines (Google, Bing, YouTube) to help you understand topics, get ideas, or research concepts.



LEVEL

2

AI FOR MINOR REVISIONS

You can use AI to make small improvements, like editing, getting feedback, or creating visuals, as long as you cite it. This is much like getting help from a tutor, parent, or peer.



LEVEL

3

AI FOR CONTENT CREATION

You can use AI to create content or to heavily alter work, but you must clearly cite AI and say how you used it. Expressed teacher permission is required at this level.



AI use often happens beyond the classroom. TUHSD's approach centers on guidance, trust, and clear expectations for students and teachers.

This model aligns with TUHSD's Generative AI guidelines and is adapted from Brophy College Preparatory's "[AI GUIDELINES FOR ACADEMIC INTEGRITY](#)."

Level 0: AI IS NOT ALLOWED

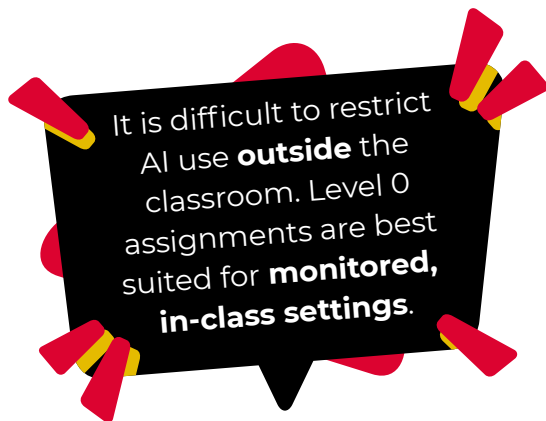
LEVEL



The following guidelines outline the indicators of **Level 0** for generative AI use for both teachers and students, emphasizing the importance of originality and adherence to academic integrity. *Work at this level should be in a monitored, in-class setting.*

Level 0 for Teachers

- Ensure student work is completed entirely without AI assistance.
- Use this level for tests, in-class assignments, and tasks where independent thinking is essential.
- Clearly communicate that AI use is not allowed and may be treated as academic dishonesty.
- Require students to complete specified work on their own.
- Use this level for tasks involving copyrighted material or personally identifiable information (PII) that should not be entered into AI tools.



Level 0 for Students

- Complete the work entirely on your own without using AI.
- Understand that AI use is not allowed for this task and may be considered cheating.
- Do your own work as your teacher requires.
- Assume classroom assignments are Level 0 unless your teacher tells you otherwise.

LEVEL

Level 1: AI FOR RESEARCH & IDEAS



The following guidelines outline the indicators of **Level 1** for both teachers and students, emphasizing the use of AI tools to further understanding, conduct research, or generate basic ideas.

Level 1 for Teachers

- Allow students to use AI-enhanced tools to build background knowledge, explore ideas, and better understand concepts.
- Define which parts of the task may include AI support and which parts must remain student-generated.
- Require students to credit AI use when it informs their work, according to teacher expectations.
- Encourage students to use AI to clarify directions, brainstorm, and support research without generating final content.
- Set clear expectations for appropriate, limited use of AI at this level.

LEVEL

1

Level 1 for Students

- Use AI to build understanding, explore ideas, or support research as allowed by your teacher.
- Use AI to clarify directions or brainstorm, but not to complete the final work for you.
- Credit AI use when your teacher requires it.
- Follow your teacher's directions about what kind of AI use is allowed.



Level 2: AI FOR MINOR REVISIONS

LEVEL

2

The following guidelines outline the indicators of Gen AI use at **Level 2** for both teachers and students, emphasizing the responsible use of AI tools to help students further refine their work as though they were receiving help from a tutor, parent, or peer.

Level 2 for Teachers

- Allow students to use AI to improve self-generated work through editing, feedback, revision, or visual support.
- Require students to cite AI use and, when appropriate, provide prompt or chat history.
- Emphasize that AI should support student thinking, not replace it.
- Provide clear guidance for how AI may be used for revision while maintaining student ownership of the work.
- Treat AI use at this level similarly to support from a tutor, peer, or parent.

Level 2 for Students

- Use AI to edit, revise, get feedback, or improve work you created yourself.
- Cite your AI use and provide prompt or chat history if your teacher asks for it.
- Make sure the final work still reflects your own thinking and effort.
- Follow your teacher's directions for how AI may be used at this level.

Level 3: AI FOR CONTENT CREATION **LEVEL**

The following guidelines outline the indicators of the use of Gen AI **Level 3** for both teachers and students, emphasizing the responsible and creative use of AI tools to enhance (*not replace*) learning experiences.



Level 3 for Teachers

- Allow AI to generate or substantially shape content only when that use aligns with the learning goal.
- Require explicit teacher permission for Level 3 use.
- Require students to clearly cite how AI was used and identify which parts were generated or heavily revised with AI.
- Consider grading the student's process, prompts, reflection, or follow-up analysis *in addition* to the final product.
- Set clear boundaries so students still engage in critical thinking, evaluation, and responsible use.

Level 3 for Students

- Use AI to create content or make major changes only when your teacher has given permission.
- Clearly explain and cite how you used AI in your work.
- Be prepared to share prompts, process, or drafts if your teacher asks.
- Make sure you still understand, review, and take responsibility for anything you submit.

The updated gen AI guidance uses a four-level model to define how AI may be used in student work, ranging from Level 0, where no AI is allowed, to Level 3, where AI may be used for content creation with explicit teacher permission. Across all levels, the guidance emphasizes clear expectations, responsible use, citation when required, student ownership of learning, and teacher oversight.

LEVEL



**AI IS NOT
ALLOWED**

LEVEL



**AI FOR
RESEARCH
& IDEAS**

LEVEL



**AI FOR
MINOR
REVISIONS**

LEVEL



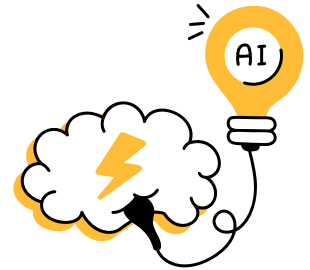
**AI FOR
CONTENT
CREATION**

Examples of Assignments at Each Level

Level	Student Example	Teacher Assignment Example	Sample Assignment Language
Level 0	A student completes an in-class essay, quiz, or written response entirely on their own without using AI for brainstorming, drafting, or editing.	A teacher assigns an in-class timed write, handwritten quiz, or closed-note assessment that must be completed independently without AI support.	<i>“This is a Level 0 assignment. Complete all work independently without using AI for brainstorming, drafting, revising, or editing.”</i>
Level 1	A student uses an AI-powered search tool to learn background information, generate possible research questions, or clarify directions before writing their own response.	A teacher asks students to use AI-enhanced search tools to gather background information, brainstorm topics, or clarify vocabulary before creating their own notes or response.	<i>“This is a Level 1 assignment. You may use AI to build background knowledge, brainstorm ideas, or clarify directions, but your final work must be your own.”</i>
Level 2	A student writes their own lab conclusion or essay draft, then uses AI to check grammar, suggest clearer wording, or give revision feedback before submitting the final version.	A teacher has students draft their own essay, lab report, or reflection first, then permits AI for proofreading, revision suggestions, or feedback before final submission.	<i>“This is a Level 2 assignment. You must create the original work yourself, but you may use AI for revision, editing, or feedback. Cite AI use if required by your teacher.”</i>
Level 3	With teacher permission, a student uses AI to generate a first draft of a presentation, outline a script, or create sample content, then reviews, revises, cites, and explains how AI contributed to the final product.	A teacher assigns a project in which students may use AI to generate a draft, outline, script, or creative product, provided they cite the tool, explain their process, and demonstrate understanding of the final work.	<i>“This is a Level 3 assignment. You may use AI to help create content only with teacher permission. You must clearly explain how AI was used and take responsibility for the final work you submit.”</i>

Acceptable Use

Knowing acceptable uses of AI in education is essential to ensure compliance with security and privacy policies, and to promote ethical use. It helps maintain human oversight, transparency, and adherence to legal requirements, fostering a safe and effective learning environment.

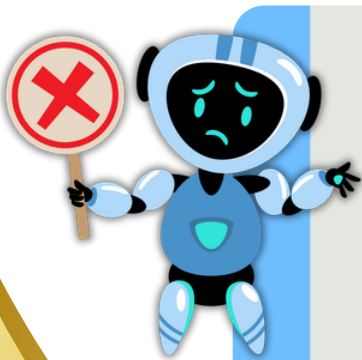


Teacher Acceptable Use

- **Curriculum Support:** Use AI to supplement lesson planning, not to replace professional judgment or academic standards.
- **Fairness:** Ensure that AI-generated materials are accessible and inclusive for all learners.
- **Transparency:** Disclose when AI tools are used to create or assist with materials (e.g., "Worksheet generated with AI assistance").
- **Data Privacy:** Avoid inputting sensitive student information into AI tools.
- **Intellectual Integrity:** Vet AI-generated materials for factual accuracy and freedom of bias and adapt the materials to meet district standards and policies.

Student Acceptable Use

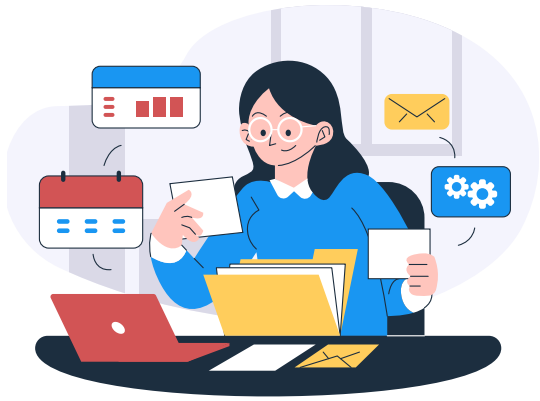
- **Original Work:** Use AI for idea generation and study support, not to submit AI-generated work as one's own.
- **Critical Thinking:** Evaluate AI outputs critically and for accuracy and bias rather than accepting them at face value.
- **Academic Honesty:** Disclose and cite when AI tools are used as part of research, writing, or creative process when allowed.
- **Privacy:** Avoid providing personal, identifiable information to AI platforms.
- **Growth Mindset:** Use AI to enhance understanding, not bypass effort or learning.



AI use is considered unacceptable when it is used to...

- *generate complete assignments or content for submission of original student work.*
- *cheat on assessments, quizzes, or tests.*
- *fabricate or falsify information, citations, or data.*
- *create or share harmful content.*
- *harass, bully, or impersonate others.*
- *plagiarize or use uncredited AI-generated content as original work.*

Acceptable Use (continued)



Administrator/District Acceptable Use

- **Decision Support:** Use AI to inform—not replace—professional judgment in decision-making processes.
- **Data Responsibility:** Use anonymized and approved data sets when leveraging AI for analysis or reporting.
- **Equity Focus:** Ensure AI tools promote equity and do not perpetuate biases or inequalities.
- **Transparency and Communication:** Notify stakeholders (staff, students, parents) about AI use in administrative functions.
- **Continuous Review:** Regularly assess AI tools for security, effectiveness, and alignment with district goals.

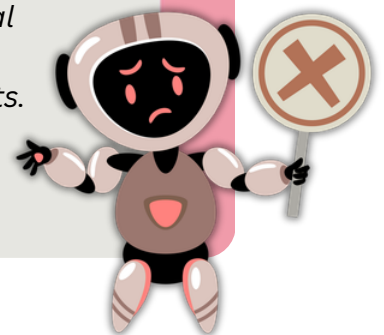
Support Staff Acceptable Use

- **Supportive Role:** Use AI to enhance support capabilities, not to replace professional responsibilities or human connections.
- **Confidentiality:** Avoid inputting sensitive student, staff, or organizational data into AI tools.
- **Accuracy Verification:** Review and verify AI-generated content before implementation or distribution.
- **Inclusion:** Ensure AI-assisted support benefits all students/staff regardless of background or needs.



AI use is considered unacceptable when it is used to...

- *make final decisions without human oversight or professional judgment.*
- *analyze and report non-anonymized or unapproved data sets.*
- *reinforce existing biases or inequalities.*
- *replace professional responsibilities or human interactions.*
- *implement or share content that is not verified for accuracy.*



Practical Application: Use Cases

Generative AI can enhance personalized learning, streamline administrative tasks, and improve instructional strategies for educators. Students benefit from tailored feedback, interactive tools, and better accessibility. Administrators and support staff can optimize efficiency, communication, and resource management with AI tools.

Teacher Use Cases

- **Lesson Planning:** Generate draft lesson plans, quizzes, or worksheets tailored to different skill levels.
- **Student Feedback:** Draft personalized, constructive feedback for assignments, saving time while maintaining quality.
- **Differentiated Instruction:** Create multiple versions of reading passages or assignments to meet diverse learning needs.
- **Professional Development:** Summarize educational research articles or assist in designing professional training modules.
- **Standard Breakdown:** Writing objectives and standards in easy-to-understand language.
- **Assessment Creation:** Design quizzes, rubrics, and formative assessments.
- **Content Personalization:** Adapt materials for different learning levels or styles.
- **Parent Communication:** Draft newsletters, updates, or behavior reports.
- **Classroom Management:** Create behavior plans or engagement strategies.



Student Use Cases

- **Brainstorming:** Help generate ideas for essays, projects, or presentations.
- **Study Aids:** Summarize textbook chapters, generate practice quizzes, or explain difficult concepts in steps or in simpler language.
- **Language Support:** Assist non-native English speakers with grammar, vocabulary building, and practice conversations.
- **Career Exploration:** Research career paths, drafting resumes, and practicing interviews.
- **Rubric Support:** Provide feedback for improvement on writing assignments based on criteria on uploaded rubrics.
- **Writing Support:** Brainstorm, outline and edit essays or reports.
- **Time Management:** Build study schedules and prioritize tasks.

Practical Application: Use Cases (*continued*)

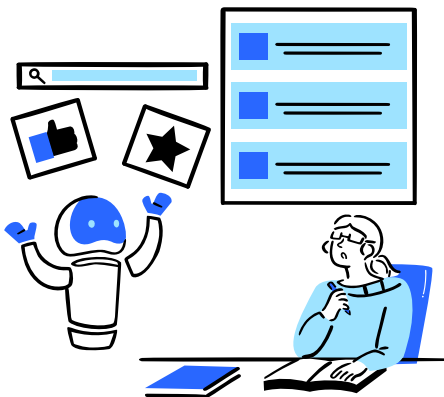
Administrator/District Use Cases

- **Report Generation:** Automate first drafts of reports, newsletters, and communication pieces.
- **Data Analysis:** Assist with analyzing student achievement data to identify trends and areas needing support.
- **Grant Writing Support:** Generate initial drafts for grant applications and proposals.
- **Training:** Provide ongoing training for staff.
- **Monitor:** Implement tools that can help teachers monitor AI use.
- **Planning and Process Drafting:** Help generate drafts for new plans and processes (strategic, continuous improvement, professional development, curriculum and instruction, safety and security, technology integration, family and community engagement, etc.).
- **Communication:** Draft speeches, newsletters, and community updates.
- **Staff Evaluation:** Staff Evaluation: Summarize observations and suggest professional growth paths.
- **Grant Writing:** Assist with proposals and funding applications.



Support Staff Use Cases

- **Communication Support:** Draft emails, letters, or notices that can be reviewed and personalized before sending; translate messages received and to be sent.
- **Resource Organization:** Generate organizational systems for classroom materials, office supplies, or digital resources.
- **Documentation Assistance and Management:** Summarize, organize, and retrieve documents; create templates for routine documentation needs (attendance reports, behavior logs, etc.).
- **Schedule Management:** Help optimize scheduling for support activities, meetings, or resource allocation.



- **Research Support:** Quickly gather and summarize information on educational topics, office procedures, or support strategies to support professional development or curricular resources
- **Data Entry & Analysis:** Extract data from forms and generate reports.
- **Help Desk Support:** Create AI-powered FAQs or agents/bots for internal queries.

Risks

As generative artificial intelligence (AI) tools become increasingly accessible, their impact on education is both promising and complex. While these technologies offer opportunities to enhance learning and streamline administrative tasks, they also introduce new challenges that must be carefully managed. This guidance outlines the most significant risks associated with the use of generative AI by students and staff, aiming to support responsible, ethical, and secure integration of AI in our schools.

Risks for Students

Academic Integrity Violations: Use of gen AI to generate essays, solve assignments, or complete exams dishonestly, leading to plagiarism and undermining learning.

Overreliance on AI: Dependence on AI tools can hinder the development of critical thinking, problem-solving, and writing skills.

Misinformation and Hallucinations: AI can generate plausible but incorrect or misleading information, which students might accept without verification.

Privacy Concerns: Inputting personal data or schoolwork into AI tools may expose sensitive information, especially if the tools are not district-approved.

Bias and Stereotyping: AI models can reflect and amplify societal biases, potentially influencing students' perspectives in harmful ways.



Risks for Staff

Data Security Risks: Using third-party AI tools without proper vetting can lead to data breaches or violations of data protection laws (e.g., FERPA, GDPR).

Bias in AI-Assisted Decision-Making: If staff use AI for grading or student evaluations, embedded biases could lead to unfair outcomes.

Professional Development Gaps: Not all educators are trained to understand or effectively integrate AI, leading to inconsistent or ineffective use.



Professional Development

Training Programs for Educators

Professional development (PD) for teachers is essential to ensure they have the latest knowledge and skills to effectively teach and support their students. The TUHSD Strategic Plan emphasizes the importance of continuous learning and improvement for both students and staff. Aligned with this plan, professional development helps educators stay updated with current educational practices, technologies, and methodologies, fostering a culture of continuous learning where curiosity leads to the pursuit of knowledge and personal growth throughout life. This ensures that educators can provide personalized learning experiences, meet the needs of all students, and contribute to the overall success of the school community.

Generative AI Professional Development Series

The series includes an introductory course and two PD tracks:

Generative AI Framework and Guidance *(Required for all staff members 2025-26)*

- Topics covered:
 - What is Generative AI? (working definition)
 - District's stance (mission/vision)
 - Common language for students (Gen AI Guidelines mandatory)
 - Ethical concerns (teaching proper use)
 - Privacy concerns (prioritize Copilot use)
 - Benefits to teachers and students

Generative AI Foundations

- Topics covered:
 - Basic use for teachers: prompting, activity creation, lesson planning, etc. (Focus: teacher use)

Generative AI Applications

- Topics covered:
 - Applying existing knowledge of Generative AI to enhance and individualize student learning (Focus: student use)



Recommendations for PD Implementation

2026

UPDATE

Gen AI Committee 2026 Recommendations for Professional Development :

- Prioritize in-person professional development
- Include application-based trainings and instructional integration
- Encourage peer-led PD focused on ethical use of AI
- Encourage and support teachers with assessment redesign for AI proofing student work

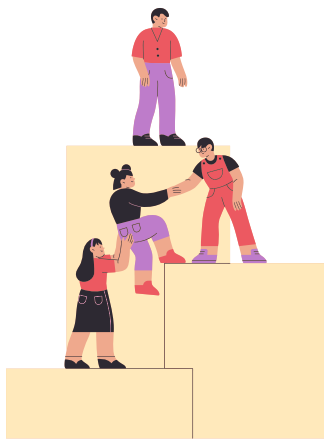
Provide PD for AI use to increase productivity

Gen AI Committee 2025 Recommendations for Professional Development :

Virtual Training: PD will be held virtually, starting with the generative AI framework and guidance course, followed by the optional “test-out” and then branching into foundations and applications courses based on skills.



Admin Training: Administrators from each school should receive training before their staff. This training will be asynchronous.



School Generative AI Support Teachers: Identify generative AI support teachers at each campus to help support those who have follow-up questions or concerns. These individuals could answer chat questions during the virtual trainings to ensure timely responses.

Follow-up Form: Create a follow-up form/survey for post-lesson questions that will arise as teachers begin to work with the Generative AI functions they have learned.

By implementing these recommendations, TUHSD can ensure that educators are well-prepared to integrate Generative AI into their teaching practices, ultimately benefiting both teachers and students.

2026 Gen AI Subcommittee Recommendations

As generative artificial intelligence continues to impact teaching, learning, and daily life, the district is committed to using these tools in ways that support student success, professional practice, and strong family partnerships. The following recommendations were developed to guide thoughtful, ethical, and responsible use of AI across instruction, student learning, professional development, and family engagement. These recommendations emphasize human oversight, alignment with the Arizona State Standards for Educational Technology, and the importance of building AI literacy for students, staff, and families. Together, they provide a shared framework to ensure AI is used as a supportive tool that strengthens learning while keeping people at the center of all decisions.

Instruction

Generative AI may be used as a support tool to enhance instruction, not replace professional judgment or meaningful learning experiences. When used thoughtfully, AI can help teachers differentiate instruction, provide timely feedback, support tutoring-style learning, and assist with standards alignment. Educators are encouraged to design AI-resistant assignments that emphasize critical thinking, creativity, reflection, and real-world application. All AI use in instruction must include human review and decision-making, ensuring that teachers remain responsible for instructional choices, assessment, and student learning outcomes. Instructional practices should continue to align with the Arizona State Standards for Educational Technology, with AI serving as a tool to deepen—not shortcut—learning.

Student AI & Media Literacy

To prepare students for a rapidly changing digital world, the district will intentionally build AI and media literacy skills across the curriculum. Foundational AI literacy concepts—including how AI works, its limitations, ethical considerations, and responsible use—should be embedded into freshman coursework. The district will also explore the development of a dedicated AI and media literacy course to further support student understanding of misinformation, data privacy, bias, and the role of humans in evaluating AI-generated content. These efforts reinforce that students are not passive users of technology but informed decision-makers who can think critically about digital tools and information.

Professional Development

The district will prioritize in-person, application-based, and peer-led professional development to support effective and responsible AI use. Professional learning will focus on ethical considerations, assessment redesign, productivity supports, and classroom-ready instructional strategies. Training will emphasize that AI is most effective when used with clear purpose, transparency, and human oversight. Educators will be encouraged to collaborate, share examples, and reflect on practice as AI tools continue to evolve. Professional development will also support staff in modeling responsible AI use and building their own AI literacy alongside students.

Family Outreach

Strong family partnerships are essential as AI becomes more present in students' academic and personal lives. The district will provide multilingual resources and family learning opportunities to help parents and guardians understand what AI is, how it may be used in schools, and how it can support learning at home. Guidance will focus on safe, ethical, and age-appropriate AI use, including conversations about privacy, academic honesty, and critical thinking. By engaging families as partners, the district reinforces consistent expectations and supports students in using AI responsibly both in and out of school.

Gen AI Committee Decisions

Guiding our Approach to Generative AI in Education

Updated District AI Stance

"AI plays a crucial role"
in our classrooms and planning.



- AI is active in education today.
- Human oversight remains essential.

AI Tool Access & Transparency

Vetted AI tools NOT blocked

- Supports real-world readiness
- Emphasizes need to teach and reinforce responsible AI use



Copilot in Microsoft 365

Copilot stays in M365 with safeguards

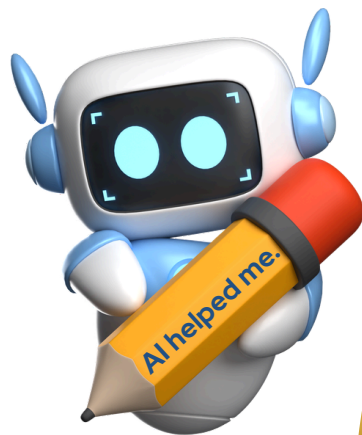
- Clear use & FERPA guidelines
- Human review required



New Academic Integrity Framework

Modeled on Brophy Prep's AI Levels

- Defines AI use levels
- Promotes responsible practices



Preparing Students & Staff for Responsible AI Use

Monitoring & Evaluation

Feedback and Improvement Mechanisms

It is our intent to continuously improve our generative AI guidance and supports. Monitoring and evaluating AI in educational settings ensures that these technologies are used effectively, ethically, and safely. It helps schools maximize the benefits of AI while minimizing potential risks.

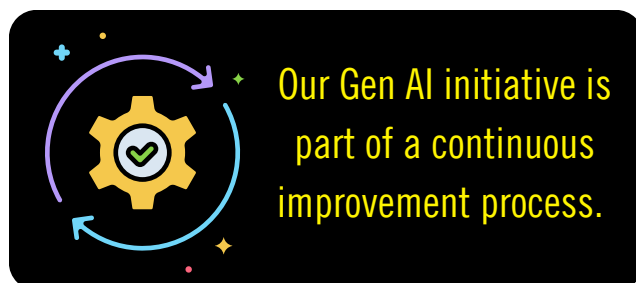
The Importance of Monitoring AI Use

- **Ensuring Ethical Use:** Monitoring helps ensure that AI tools are used ethically, respecting data privacy and avoiding biases
- **Enhancing Learning Outcomes:** Regular evaluation can help identify how AI tools are impacting student learning and engagement, allowing for adjustments to improve outcomes
- **Supporting Educators:** By evaluating AI tools, educators can receive feedback on how to better integrate these technologies into their teaching practices
- **Promoting Equity:** Monitoring can help ensure that AI tools are accessible to all students and do not exacerbate existing inequalities
- **Adapting to Technological Changes:** Continuous evaluation allows schools to stay updated with the latest AI advancements and adapt their strategies accordingly

Tools for Gathering Feedback

Specific tools for gathering feedback help ensure that the evaluation process is thorough, accurate, and reliable. These tools can provide structured and systematic ways to collect and analyze data, which is crucial for making informed decisions about AI implementation in educational settings.

- Surveys and Questionnaires
- Focus Groups
- Observation and Monitoring Software
- Data Analytics Platforms
- AI-Specific Feedback Tools



Conclusion

Summary of Key Points

Generative AI in Education

This guidance document was developed through extensive research and collaboration with teachers, curriculum coordinators, directors, parents, and students to create a framework for ethical and practical uses of generative AI. This ensures alignment with the district's mission of enhancing teaching and learning through innovative technology.

Guiding Principles

The guiding principles emphasize ethical use, privacy, equity, and continuous improvement. They align with the TUHSD Strategic Plan and address current and future educational goals, teacher and student agency, academic integrity, and security. These principles ensure that AI use is effective, responsible, and promotes the district's values of safety, excellence, respect, visionary thinking, integrity, curiosity, and empathy.

Framework for Gen AI Use

The framework includes acceptable use guidelines for teachers, students, administrators, and support staff. It outlines responsible use practices, such as curriculum support, fairness, transparency, data privacy, and intellectual integrity for teachers; original work, critical thinking, academic honesty, privacy, and growth mindset for students; decision support, data responsibility, equity focus, transparency, and continuous review for administrators; and supportive role, confidentiality, accuracy verification, and inclusion for support staff.

Professional Development

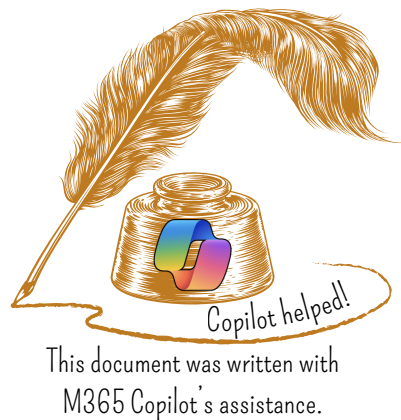
Support for teachers and administrators will occur in a series of professional development programs to ensure educators are well-prepared to integrate generative AI into their practices. The Generative AI Professional Development Series includes an introductory course and two PD tracks: Generative AI Foundations and Generative AI Applications.

Monitoring & Evaluation

The district emphasizes regular monitoring and evaluation to ensure ethical use and to improve learning outcomes. Tools for gathering feedback include surveys, questionnaires, focus groups, observation and monitoring software, data analytics platforms, and AI-specific feedback tools.

Future Directions and Goals

- Tolleson Union High School District (TUHSD) recognizes the need to expand AI literacy programs to ensure students and educators understand the ethical and practical implications of AI technologies.
- Through continuous professional development, teachers may effectively integrate generative AI into their teaching practices.
- Regular monitoring and evaluation will be conducted to ensure ethical use and improve learning outcomes.
- The Generative AI Guidance is a dynamic document that will be regularly reviewed and updated to ensure it remains aligned with the evolving nature of generative AI and its impacts on education.
- TUHSD will enhance collaboration among educators, administrators, and stakeholders to refine and improve AI integration.
- Additionally, the district will periodically review and update guidelines to keep pace with technological advancements and ensure responsible AI use.



This document was published by the Educational Data & Innovation (EDi) division, a division of the Office of Learning and Academic Success (OLAS).



References

The development of TUHSD's generative artificial intelligence guidance document was deeply informed by a diverse and comprehensive set of resources from educational institutions, state departments of education, and national organizations. These references provided valuable insights into best practices, ethical considerations, implementation strategies, and policy frameworks for integrating AI in K–12 education. This collective knowledge base has shaped our recommendations to support thoughtful, equitable, and effective use of AI in our schools.

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GUIDE FOR TUHSD STAFF

What are the most important things for me to know about Gen AI usage in our schools?



GENERATIVE AI BASICS



WHAT IS GENERATIVE AI (GEN AI)?

Generative AI is a type of artificial intelligence that uses advanced algorithms and machine learning techniques to create unique content, like images, music, and language. (TUHSD Gen AI Guidance Document Pg. 5)



HOW DOES GEN AI WORK?

Gen AI works by mimicking human thought processes and responding to specific prompts to generate new and original outcomes from large sets of data. This technology is changing how we create and interact with digital content, offering exciting opportunities for innovation and learning. (TUHSD Gen AI Guidance Document Pg. 5)



WHAT ARE WE USING?

TUHSD staff have access to M365 Copilot, a Microsoft Gen AI solution that ensures safety and data security at the institutional level. Teachers may also use Quizizz's AI tools to support their instructional needs. (TUHSD Gen AI Guidance Document Pg. 9)

SHOULD I BE WORRIED ABOUT MY STUDENTS' DATA?

Protecting student data is our priority! By using M365 Copilot and Quizizz, teachers and staff are able to keep student data secure. (TUHSD Gen AI Guidance Document Pg. 9)

ETHICAL USE OF GEN AI

Using Generative AI ethically in education means supporting, not replacing, professional expertise while ensuring materials are accurate, inclusive, and aligned with academic standards. Transparency, data privacy, and intellectual integrity are key to building trust and using AI responsibly in the classroom. (TUHSD Gen AI Guidance Document Pg. 13-14)



DATA SAFETY

ADDITIONAL RESOURCES

- [Generative AI Brief Overview](#)
- [AI Use in Class: Student Guidance, Examples, and GREEN strategy](#)
- [Generative AI Prompting for Students](#)
- [Citing Gen AI in Assignments](#)
- [Think Before You Type!](#)



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GUIDE FOR TUHSD STUDENTS

**What are the most
important things for
me to know about Gen
AI usage?**



GENERATIVE AI BASICS



WHAT IS GENERATIVE AI (GEN AI)?

Generative AI is a type of artificial intelligence that can create new content, such as images, music, or writing. Gen AI is transforming the way we create and use digital content, opening up new possibilities for creativity, learning, and innovation. (TUHSD Gen AI Guidance Document Pg. 5)



HOW DOES GEN AI WORK?

Gen AI learns from large amounts of data and uses that knowledge to produce original results based on the prompts it receives. This technology works by imitating how people think and come up with ideas. (TUHSD Gen AI Guidance Document Pg. 5)



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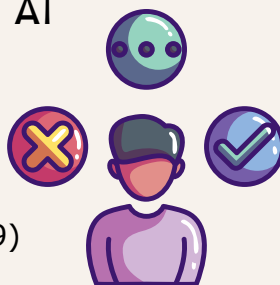
SHOULD I BE WORRIED ABOUT MY DATA?



Protecting your data is our priority! By using M365 Copilot and Quizizz, your teachers are able to keep your personal data secure. (TUHSD Gen AI Guidance Document Pg. 9)

ETHICAL USE OF GEN AI

Generative AI can boost your learning by helping you brainstorm, understand complex topics, and get feedback. But it should support—not replace—your own thinking, effort, honesty, and privacy. (TUHSD Gen AI Guidance Document Pg. 9)



DATA SAFETY

ADDITIONAL RESOURCES

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- [AI Use in Class: Student Guidance, Examples, and GREEN strategy](#)
- [Generative AI Prompting for Students](#)
- [Citing Gen AI in Assignments](#)
- [Think Before You Type!](#)



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GUIDE FOR TUHSD FAMILIES & CAREGIVERS

What are the most important things for me to know about Gen AI to help best support my student?



GENERATIVE AI BASICS



WHAT IS GENERATIVE AI (GEN AI)?

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SHOULD I BE WORRIED ABOUT MY STUDENT'S DATA?

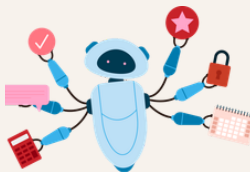


Protecting student data is our priority! By using M365 Copilot, TUHSD staff are able to keep your student's personal data secure. (TUHSD Gen AI Guidance Document Pg. 9)

WHAT ARE THE BENEFITS OF GEN AI FOR MY STUDENT?

Students benefit from tailored feedback, interactive tools, and better accessibility by effectively using Gen AI for learning.

Gen AI may be used for brainstorming, generating study aids, supporting language learning, exploring careers, writing support, receiving feedback, and managing time for better productivity. (TUHSD Gen AI Guidance Document Pg. 9)



DATA SAFETY

ADDITIONAL RESOURCES

- [Generative AI Brief Overview](#)
- [AI Use in Class: Student Guidance, Examples, and GREEN strategy](#)
- [Benefits and Pitfalls of AI Use](#)
- [Think Before You Type!](#)
- [Frequently Asked Questions](#)
- [AI In Education: What Parents and Caregivers Should Know](#)



Generative AI Glossary of Terms



Academic Integrity: Upholding honesty and fairness in academic work, including the ethical use of AI tools.

AI Literacy: The knowledge and skills needed to understand and interact with AI technologies responsibly and effectively.

Algorithm: A set of rules or instructions given to an AI system to help it learn and make decisions using data and logic.

Artificial Intelligence (AI): The simulation of human intelligence in machines that are programmed to think and learn like humans.

Bias: The tendency of AI systems to reflect the prejudices present in their training data, which can lead to unfair or discriminatory outcomes.

Critical Thinking: The ability to analyze and evaluate information critically, an essential skill when interacting with AI-generated content.

Copilot: An AI tool designed to assist and enhance human tasks by providing support, suggestions, and automation. It acts as a collaborative partner, helping users to complete tasks more efficiently and effectively while maintaining human oversight and control.

Data Privacy: The protection of personal information from unauthorized access and misuse, especially important when using AI tools in education.

Equitable Access: Ensuring all students have equal access to AI tools and resources, regardless of their background or circumstances.

Ethical Use: The responsible and fair use of AI technologies, ensuring they do not harm individuals or society.

FERPA: The Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records.

Generative AI Guidelines: A framework for determining the acceptable use of generative AI in educational settings, categorizing uses into 0-3 levels.

Generative AI Glossary of Terms (*continued*)

Generative AI: A type of artificial intelligence that uses advanced algorithms and machine learning techniques to create unique content, like images, music, and language. It works by mimicking human thought processes and responding to specific prompts to generate new and original outcomes from large sets of data. This technology is changing how we create and interact with digital content, offering exciting opportunities for innovation and learning.

Human Oversight: The involvement of humans in monitoring and guiding AI systems to ensure they are used appropriately and ethically.

Intellectual Property: Legal rights that protect the creations of the mind, such as inventions, literary and artistic works, and symbols, names, and images used in commerce.

Large Language Models: AI systems that have been trained on large datasets to process and produce language. They can perform a wide range of tasks such as text generation, question answering, and language translation.

Machine Learning: A type of AI that allows software applications to become more accurate at predicting outcomes without being explicitly programmed to do so.

Misinformation: False or inaccurate information that can be spread by AI systems, intentionally or unintentionally.

Personal Identifiable Information (PII): Any data that can be used to identify a specific individual. This includes information such as names, addresses, phone numbers, social security numbers, and other data that can be linked to a person.

Personalized Learning: The use of AI to tailor educational experiences to individual students' needs and preferences.

Professional Development: Training programs designed to help educators understand and effectively integrate AI into their teaching practices.

Prompt: A specific input or instruction given to an AI model to generate a desired output. It can be a question, a statement, or any form of text that guides the AI in producing a relevant response.

Prompt Engineering: The process of designing and refining prompts to optimize the performance of AI models. It involves crafting precise and effective prompts to ensure that the AI generates accurate, relevant, and useful outputs.

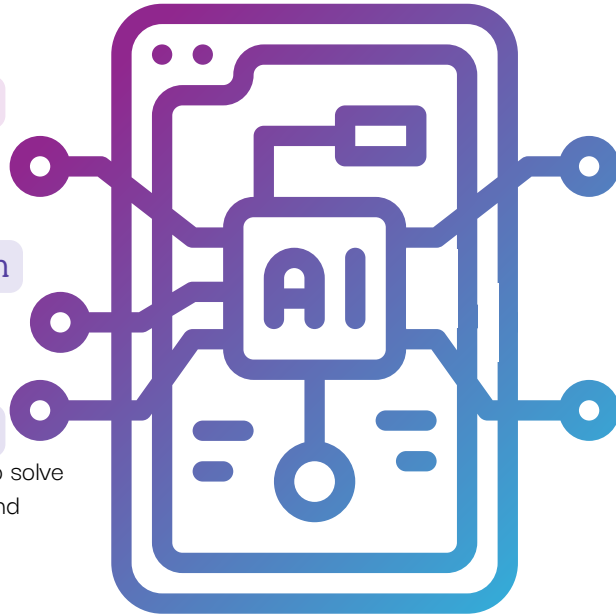
Transparency: The practice of being open and clear about how AI tools are used and how decisions are made.





Best Practices with Gen AI

Generative artificial intelligence (Gen AI) has the potential to transform education by providing personalized learning experiences, enhancing student engagement, and supporting educators in various tasks. However, its use must be guided by safe and ethical practices to ensure it benefits all students while adhering to educational standards and policies.



Purposeful Integration

- Use AI to enhance existing instructional strategies rather than replace them.

Differentiated Instruction

- Tailor learning experiences to meet students' diverse needs, interests, and abilities.

Collaborative Learning

- Work with others using AI to solve problems, create projects, and engage in discussions.

Formative Assessment

- Provide real-time feedback on student performance, helping educators adjust instruction to meet students' needs.

Scaffolded Learning

- Use AI to help break down complex concepts into manageable parts to build knowledge progressively.

Human Oversight



Ethical Use

- Promote the ethical and responsible use of AI tools and oversee its use to maintain academic integrity and prevent misuse.

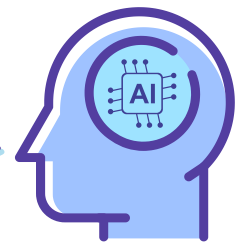
Continuous Evaluation

- Regularly assess the impact of AI tools on student learning and make necessary adjustments. Continuous evaluation helps identify areas for improvement and ensures AI tools are effective.

Transparency

- Maintain transparency in AI use by informing students and parents about how AI tools are used in the classroom. This builds trust and ensures compliance with privacy laws.

AI Literacy



Educator Training

- Provide ongoing professional development for educators to understand and effectively use AI tools. Training should cover AI basics, ethical considerations, and instructional strategies.

Student Education

- Teach students about AI, including its benefits, limitations, and ethical use. AI literacy empowers students to use AI tools responsibly and critically.

Critical Thinking

- Encourage students to critically evaluate AI-generated content. Teach them to verify information and understand the potential biases in AI systems.

AI *Use in Class:* A Student Guide



Know when it is appropriate to use generative AI in school.
Follow the guidelines below and always cite AI use, especially in levels 2 and 3.

LEVEL



AI IS NOT ALLOWED

You must do this work completely on your own.
Work at this level is reserved for testing and in-class assignments only.



LEVEL



AI FOR RESEARCH & IDEAS

You can use AI-enhanced search engines (Google, Bing, YouTube) to help you understand topics, get ideas, or research concepts.



LEVEL



AI FOR MINOR REVISIONS

You can use AI to make small improvements, like editing, getting feedback, or creating visuals, as long as you cite it. This is much like getting help from a tutor, parent, or peer.



LEVEL



AI FOR CONTENT CREATION

You can use AI to create content or to heavily alter work, but you must clearly cite AI and say how you used it. Expressed teacher permission is required at this level.



AI use often happens beyond the classroom. TUHSD's approach centers on guidance, trust, and clear expectations for students and teachers.

This model aligns with TUHSD's Generative AI guidelines and is adapted from Brophy College Preparatory's "[AI GUIDELINES FOR ACADEMIC INTEGRITY](#)."



Guidelines for Citing AI-Generated Content

Maintaining academic integrity ensures originality, fairness, and a culture of honesty, while fostering critical thinking. Violations like plagiarism damage both learning and institutional reputation. As AI tools become more common, citing AI-generated content is essential for transparency, distinguishing human input, and allowing educators to assess its use accurately.

MLA Format

In MLA style, cite AI-generated content you quote, paraphrase, or use. Acknowledge other AI support, such as brainstorming, editing, translating, or summarizing, when required.

- **Start with a description:** Do not list the AI tool as the author. Begin with what the AI generated.
- **Name the tool and model:** List the AI tool as the container, include the model if available, and name the company.
- **Add date and URL:** Use the date generated and a stable share URL when available, or the general tool URL.

Note: In-text citations use the first part of the Works Cited entry, shortened if needed.

In-Text Citation Example

("Generated text on academic integrity")

Works Cited Example

Works Cited: "Generated text on academic integrity."
Microsoft Copilot, GPT-4o, Microsoft, 16 July 2026,
<https://copilot.microsoft.com>.

APA Format

In APA style, cite or disclose generative AI use when AI output is used in academic work. Cite either a specific AI chat or the AI tool itself.

- **Specific chat:** Use the company as author, date, chat title, [Generative AI chat], tool/model name, and share URL if available.
- **AI tool generally:** Use the company as author, year, italicized tool name, [Large language model], and tool URL.
- **Disclosure and sources:** Explain AI use when required, and only cite sources you have personally read and verified.

In-Text Citation Examples

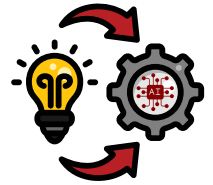
(Microsoft, 2025)
or
Microsoft (2025)

References Examples

Microsoft. (2026). Microsoft Copilot [Large language model]. <https://copilot.microsoft.com>



Gen AI Implementation Strategies



Steps for Integrating AI in the Classroom

Responsible AI use in the classroom means teaching students to use AI thoughtfully and safely. Students should verify AI-generated information with trusted sources, avoid entering personal or sensitive information, watch for bias or unfair perspectives in outputs, consider how AI use may affect mental well-being, and reflect on the environmental impact of frequent AI use. These habits help students use AI in ways that are accurate, ethical, and responsible.

Beginner Level

Steps:

1. Introduction to AI: Start with basic concepts of AI and its applications in everyday life.
2. Simple AI Tools: Introduce tools like text-to-speech or grammar checkers, and remind students not to enter personal or sensitive information.
3. Classroom Activities: Use AI to generate simple writing prompts or vocabulary exercises while modeling how to verify information before using it.

Examples:

- Writing Prompts: Use AI to generate creative writing prompts for students to explore different genres.
- Vocabulary Exercises: AI can provide definitions and examples of new vocabulary words.

Intermediate Level

Steps:

1. AI in Research: Teach students how to use AI tools for initial research and brainstorming, then verify information with trusted sources.
2. Interactive Learning: Incorporate AI-powered interactive tools like chatbots for tutoring while discussing how outputs may reflect bias and how AI use can affect mental well-being.
3. Project-Based Learning: Use AI to assist in creating project outlines and timelines, making sure students avoid sharing PII and reflect on when AI use is appropriate and responsible.

Examples:

- Research Assistance: Students can use AI to gather information on a topic and organize their findings.
- Interactive Tutoring: AI chatbots can provide instant feedback and explanations on complex topics.

Advanced Level

Steps:

1. AI for Analysis: Use AI tools for data analysis and interpretation in science and math projects, while verifying results and protecting personal data.
2. Creative Projects: Encourage students to use AI for creating digital media, such as videos and music, while considering the ethical and environmental impact of the tools they use.
3. Critical Evaluation: Teach students to critically evaluate AI-generated content for bias, inaccuracies, privacy concerns, and overall impact on people and the planet.

Examples:

- Data Analysis: Students can use AI to analyze data sets and visualize results in graphs and charts.
- Digital Media Creation: AI tools can help students create and edit videos or music for their projects.

Gen AI and Project-Based Learning

Project-based learning (PBL) is an instructional approach that encourages students to learn by engaging in real-world and meaningful projects. Integrating generative AI into PBL can provide students with innovative tools to enhance their creativity, critical thinking, and problem-solving skills.

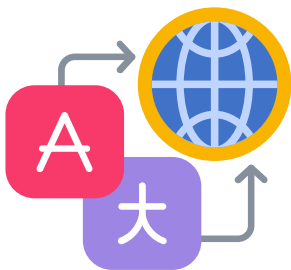
Examples of Project-Based Learning



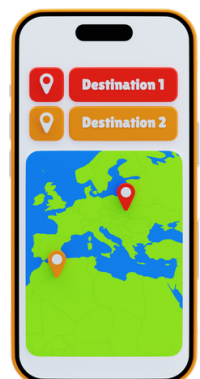
- **Creative Writing Projects:** Students can use generative AI tools to brainstorm ideas, generate story prompts, and co-develop drafts while learning to verify information, avoid entering personal or sensitive information, watch for bias or stereotypes in generated content, and consider how AI use may affect creativity, confidence, and well-being.
- **Scientific Research Projects:** Generative AI can assist students in analyzing data sets, visualizing results, and generating hypotheses, but students should verify findings with trusted sources, protect privacy by not using PII, examine outputs for bias, and reflect on both the environmental impact of AI use and the responsible role of AI in scientific work.



- **Historical Analysis Projects:** Students can use AI to gather and analyze historical data, create timelines, and generate reports while verifying facts with reliable sources, avoiding personal or sensitive information, checking for bias or missing perspectives, and considering how AI-generated narratives may shape understanding and well-being.
- **Art and Design Projects:** Generative AI can be used to create digital art, design concepts, and multimedia presentations while encouraging students to avoid using PII, look for bias or harmful stereotypes in generated images or text, consider the emotional impact of creative comparisons, and reflect on the environmental impact of repeated AI generation.
- **Language Learning Projects:** AI-powered language tools can provide personalized practice, feedback, and conversation support, but students should verify translations and explanations, avoid entering personal or sensitive information, watch for cultural bias or inaccurate language use, and consider whether AI support is helping learning in healthy and appropriate ways.



- **STEM Projects:** Students can use AI to support design, simulations, and coding projects while verifying outputs and debugging suggestions, protecting privacy by not sharing PII, checking for bias in data or system behavior, and reflecting on the mental and environmental impact of relying on AI tools throughout the project.
- **Social Studies Projects:** Generative AI can help students create maps, analyze demographic data, and develop presentations on social issues while verifying information with trusted sources, avoiding personal or sensitive data, checking for bias or missing viewpoints, and considering the emotional and environmental impact of how AI is used.



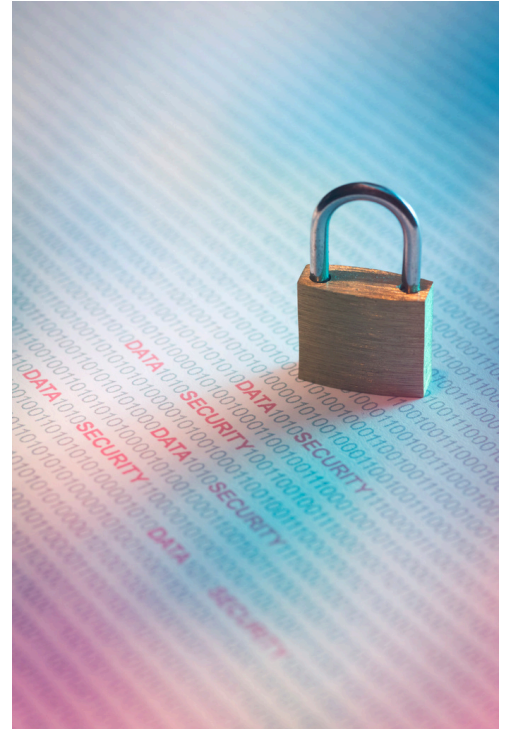


Gen AI: Data Privacy and Security Measures

Generative AI has the potential to revolutionize teaching and learning by providing personalized learning experiences, automating administrative tasks, and offering new educational tools. However, the integration of AI technologies also introduces significant data privacy and security concerns that must be addressed to protect students, staff, and the institution.

Importance of Data Privacy and Security in Generative AI

- **Protection of Personal Identifiable Information (PII):** AI systems often require access to vast amounts of data, including sensitive personal information about students and staff. Ensuring robust data privacy measures helps protect this information from unauthorized access and misuse
- **Compliance with Legal Regulations:** Schools must comply with federal and state regulations such as FERPA, COPPA, and other data protection laws. Adhering to these regulations ensures that the district remains legally compliant and avoids potential penalties
- **Building Trust:** Establishing strong data privacy and security protocols builds trust among students, parents, and staff. It reassures them that their personal information is handled responsibly and securely
- **Preventing Data Breaches:** Implementing robust security measures helps prevent data breaches that could lead to identity theft, financial loss, and other harmful consequences



Alignment with TUHSD's Strategic Plan

Ensuring data privacy and security in the integration of generative AI aligns with the district's Strategic Plan by enhancing safety, upholding excellence and integrity, fostering visionary practices, and promoting empathy and respect. These measures protect personal information, comply with legal standards, and build trust within the community.



Key Term

Personal Identifiable Information (PII): any data that can be used to identify a specific individual. This includes information such as names, addresses, phone numbers, social security numbers, and other data that can be linked to a person.

GREEN AI ROUTINE

Environmental Consciousness +
Responsible AI Use

Goal

What do I need help with (exactly)?



Reduce

How can I reduce AI use (shorter output, fewer runs, smaller scope)?



Evidence

What class source/data will I use to verify and improve this?



Ethics

Did I avoid harm (bias, misinformation, inappropriate use)?



No private data

Did I protect privacy and follow school guidelines?





Gen AI Levels and Notices

Teachers: Feel free to use any of the following images when assigning work and providing clear guidance on AI use.

LEVEL

0

**AI IS NOT
ALLOWED**

LEVEL

1

**AI FOR
RESEARCH
& IDEAS**

LEVEL

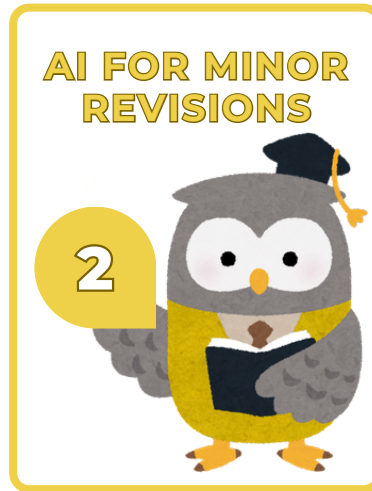
2

**AI FOR
MINOR
REVISIONS**

LEVEL

3

**AI FOR
CONTENT
CREATION**



LEVEL

0

ASSIGNMENT

LEVEL

1

ASSIGNMENT

LEVEL

2

ASSIGNMENT

LEVEL

3

ASSIGNMENT

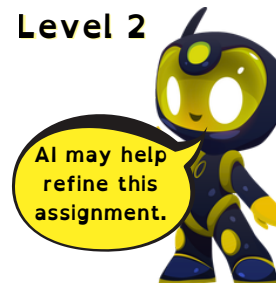
Level 0



Level 1



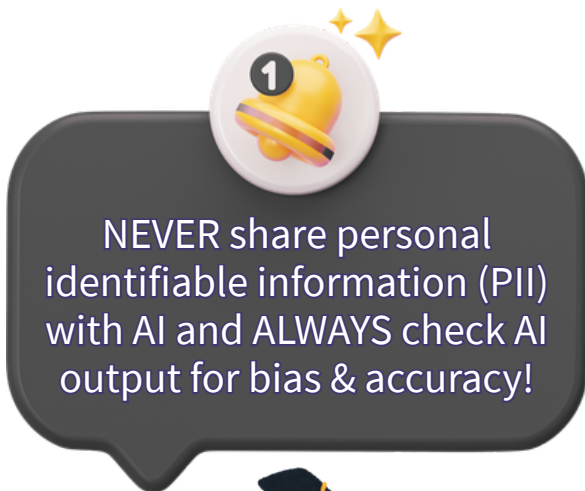
Level 2



Level 3

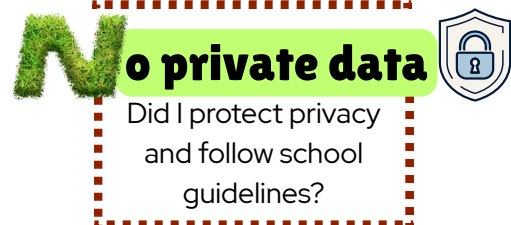
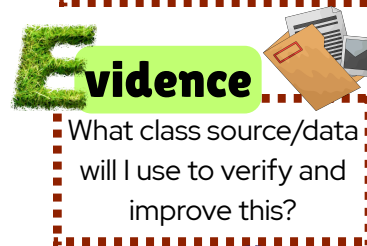
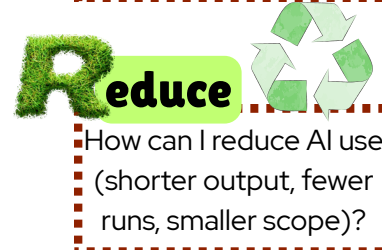
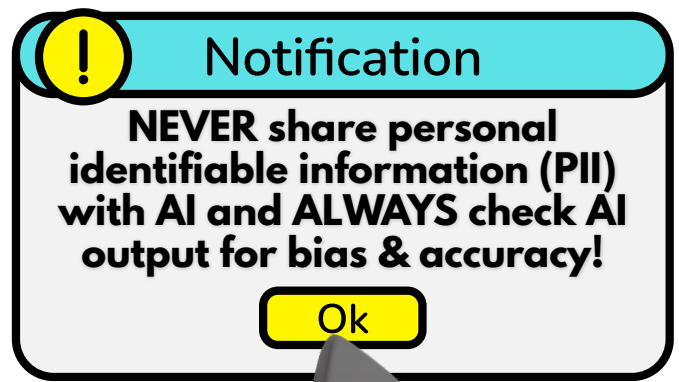


Gen AI Levels and Notices (Continued)

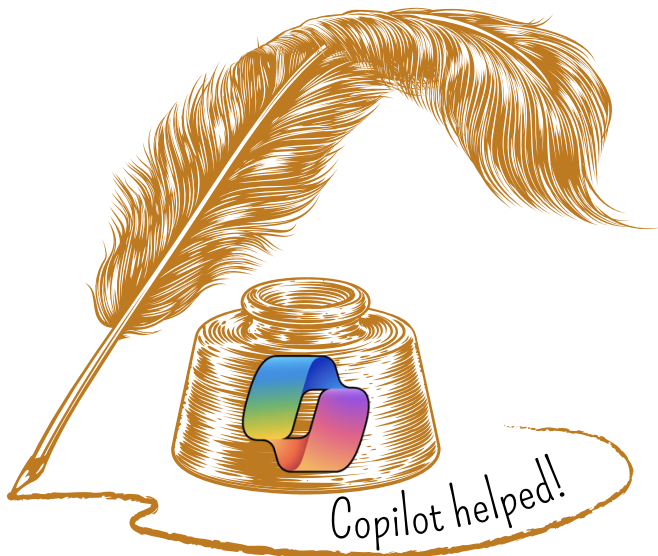


REMINDER

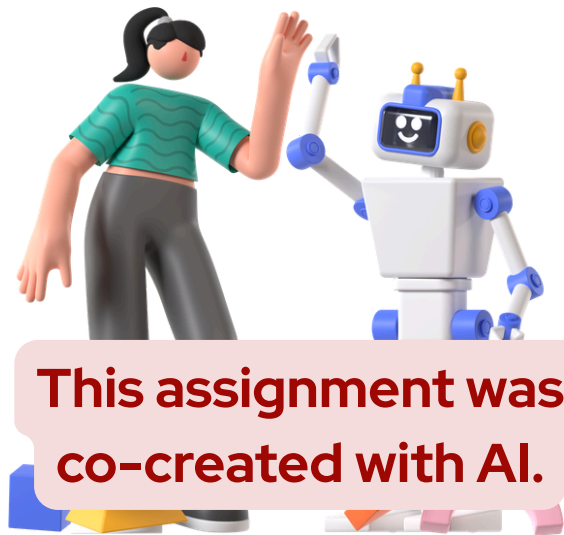
NEVER share personal identifiable information (PII) with AI and ALWAYS check AI output for bias & accuracy!



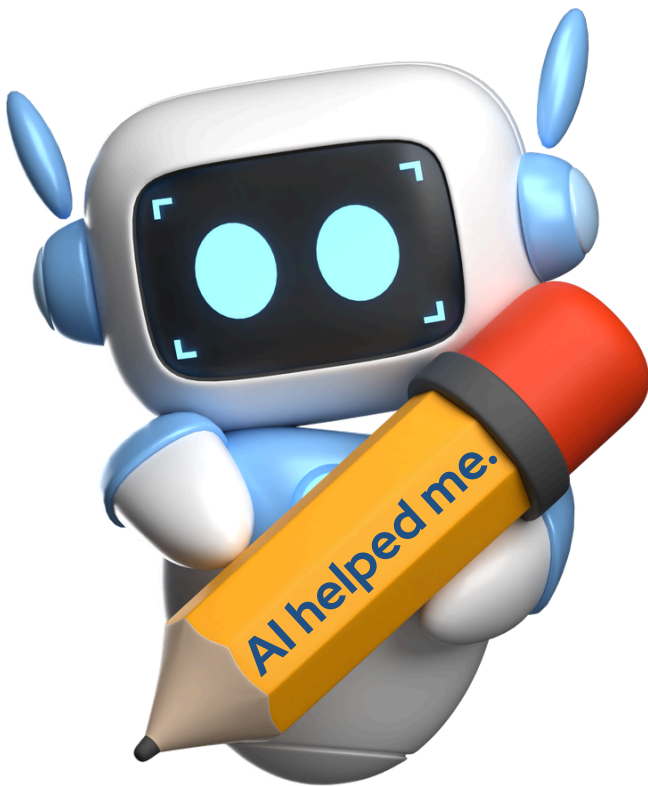
Gen AI Levels and Notices (Continued)



This document was edited with
M365 Copilot's assistance.



**This assignment was
co-created with AI.**



Attached is my prompt history.



GENERATIVE AI PROMPTING for students

The GPS framework is designed to help students create clear and effective prompts using three key components. This structure aligns with established prompting practices such as providing context, defining a clear task, and narrowing the response with specific expectations.

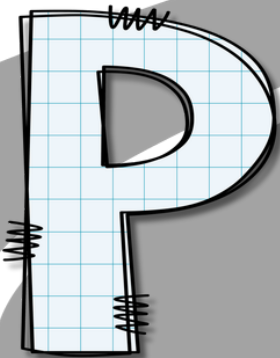


GIVE BACKGROUND

Provide background information to help the AI understand your situation. This ensures the response is relevant and aligned to your needs.

Instructions:

- Explain what you are working on
- Provide important details about the task or subject
- Include the purpose or why the task matters
- (Optional) Assign the AI a role



PROVIDE THE TASK

Clearly explain what you want the AI to do. A well-defined task helps the AI focus on producing a useful and intentional response.

Instructions:

- Use clear action verbs such as:
 - explain
 - create
 - summarize
 - compare
 - generate
- Be specific about the outcome you want



SET EXPECTATIONS

Add details that shape how the AI responds. This step ensures the output is usable, structured, and appropriate for the audience.

Instructions:

- Include:
 - Format (paragraph, list, table, steps)
 - Length (word count, number of ideas)
 - Audience (student, teacher, grade level)
 - Tone (simple, formal, conversational)
 - Specific requirements (examples, comparisons, explanations)



GENERATIVE AI PROMPT EXAMPLES

for students



**GIVE
BACKGROUND**



**PROVIDE THE
TASK**



**SET
EXPECTATIONS**

Below are examples of prompts for different subject areas using the GPS method.

ELA

G – I am reading *Of Mice and Men* in my English class, and I am trying to better understand the theme.

P – Help me explore possible themes in the novel and explain how they connect to the characters and events.

S – List 2–3 possible themes and explain each one in a few sentences.

Science

G – I am studying chemical reactions in chemistry, and I need to understand how to balance equations because I keep getting them wrong on homework.

P – Show me how to balance chemical equations.

S – Explain the steps clearly and solve one example step by step. Then give me one practice problem to try on my own.

Math

G – I am learning about quadratic equations in my math class, and I get confused when I try to factor them or use the quadratic formula.

P – Explain how to solve quadratic equations.

S – Show one example using factoring and one using the quadratic formula. Explain each step clearly, and then give me 2 practice problems with answers.

Criminal Justice

G – I am studying the criminal justice system, and I need to understand the different roles in the system for a class project.

P – Explain the roles of police officers, lawyers, and judges.

S – Organize the response in a table with each role and a short description of their responsibilities. Keep the explanations simple and clear.



Think Before You Type!

Protect Your Personal Information When Using AI Tools



What is PII?

- PII stands for **Personally Identifiable Information**.
- It includes any details that can be used to identify you or your family.



Why Should You Keep PII Out of AI Tools?

- AI tools are powerful, but they are not private.
- Once you enter personal information, it may be stored, shared, or used in ways you can't control.
- To stay safe, never type PII into AI websites, apps, or chatbots.



Examples of PII You Should NEVER Share:



About You or Your Family

- Full name (first and last)
- Home address
- Phone number
- Email address
- Birthdate
- Social Security Number (SSN)
- Student ID number
- Parent or guardian names



About Your School Life

- School name and location
- Class schedule
- Teacher names
- Bus route or pickup/drop-off info



Financial or Login Info

- Credit card or bank info
- Username or password
- Login info for school accounts (like email, Canvas, etc.)



Health or Safety Info

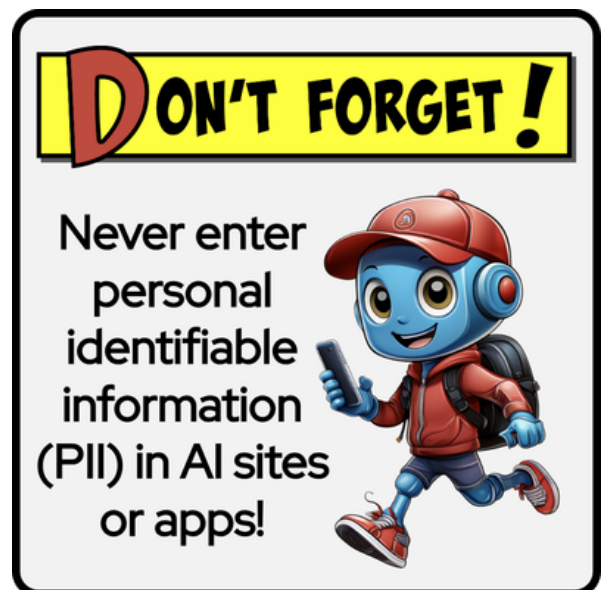
- Medical conditions
- Medications
- Counseling or therapy details



Think before you type—AI doesn't forget what you tell it. Once it's in AI, it's out of your hands. Keep your info safe.

Think Before You Type (*Continued*)

Teachers: Feel free to use any of the following images when assigning work and providing clear guidance on AI use.



Benefits and Pitfalls of AI Use

Generative AI offers personalized learning and enhanced engagement in education but also poses challenges like academic integrity violations and privacy concerns. Understanding these benefits and pitfalls is essential for parents and the community to support students in using AI responsibly.



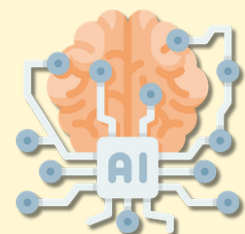
BENEFITS

- **Personalized Learning:** AI can customize lessons to fit each student's needs.
- **Enhanced Engagement:** AI tools make learning more fun and interactive.
- **Accessibility:** AI helps students with disabilities by providing special tools.
- **Efficient Study Aids:** AI can create practice quizzes and simplify difficult topics.
- **Career Exploration:** AI assists students in exploring careers and preparing for jobs.
- **Language Support:** AI helps non-native English speakers improve their language skills.
- **Critical Thinking:** AI encourages students to think critically by offering different viewpoints.



PITFALLS

- **Academic Integrity Violations:** Inappropriate use of AI may lead to cheating on assignments.
- **Overreliance on AI:** Relying too much on AI can weaken problem-solving skills.
- **Misinformation and Hallucinations:** AI can sometimes provide incorrect information.
- **Privacy Concerns:** Using AI tools might expose personal information.
- **Bias and Stereotyping:** AI can reflect and spread societal biases.
- **Unequal Access:** Not all students have the same access to AI tools.
- **Ethical Concerns:** AI use raises questions about the fairness of student work.





TUHSD GENERATIVE AI

Frequently Asked Questions (FAQs)

Introduction

Q: What is the purpose of the Gen AI Guidance document?

A: The document aims to guide staff, students, and communities on the appropriate and responsible use of generative artificial intelligence (Gen AI) in classroom instruction, student learning, and school and district processes.

Purpose & Scope

Q: Who was involved in the development of this guidance document?

A: The development involved research on state, district, and organizational policies and guidance related to generative AI. A task force and focus group, including teachers, curriculum coordinators, directors, parents, and students, collaborated to create the framework and resources.

Task Force and Focus Group

Q: Who are the members of the Gen AI Focus Group?

A: The focus group includes teachers from various schools, specialized instruction coordinators, directors, and other educational professionals.

Stance

Q: What is the district's stance on generative AI?

A: The district believes that generative AI plays a crucial role in preparing students to thrive in a rapidly changing world. The district is dedicated to meeting students where they are and using generative AI ethically to equip students with necessary skills and knowledge.

Definition

Q: What is generative AI?

A: Generative AI is a type of artificial intelligence that uses advanced algorithms and machine learning techniques to create unique content, like images, music, and language. It mimics human thought processes and responds to specific prompts to generate new and original outcomes from large sets of data.

AI vs Generative AI

Q: How does AI differ from generative AI?

A: AI encompasses a broad range of technologies that simulate human intelligence, while generative AI specifically focuses on creating unique content using advanced algorithms and machine learning.

Guiding Principles

Q: What are the guiding principles for AI use in the district?

A: *The guiding principles include aligning AI use with the district's strategic plan, promoting ethical use, ensuring data privacy, supporting equitable access, and maintaining human oversight.*

Ethical Use & Privacy

Q: How does the district address bias in generative AI?

A: *The district encourages educators and students to critically evaluate AI outputs, use diverse and representative training data, and ensure human oversight to align AI-generated content with district values and equity goals.*

Q: What measures are taken to prevent misinformation and falsehoods?

A: *Educators and students are advised to verify AI-generated content against trusted sources and teach critical thinking skills to question and cross-check information.*

Q: How does the district handle intellectual property concerns with generative AI?

A: *Users are advised to avoid passing off AI-generated content as original without proper attribution and use tools that respect copyright guidelines.*

Q: What steps are taken to ensure data privacy?

A: *The district uses AI tools that comply with FERPA and other data protection laws, avoids entering identifiable information, and educates staff and students on safe data practices.*

Framework for Gen AI Use

Q: What is the Gen AI Guidance framework?

A: *The Gen AI Guidance framework categorizes AI uses into 0-3 levels to guide responsible use.*

Q: What are the acceptable uses of AI for teachers?

A: *Teachers can use AI for curriculum support, ensuring fairness, transparency, data privacy, and intellectual integrity.*

Q: What are the acceptable uses of AI for students?

A: *Students can use AI for idea generation, study support, critical thinking, academic honesty, privacy, and growth mindset.*

Q: What are the acceptable uses of AI for administrators/district?

A: *Administrators can use AI for decision support, data responsibility, equity focus, transparency, and continuous review.*

Q: What are the acceptable uses of AI for support staff?

A: *Support staff can use AI to enhance support capabilities, maintain confidentiality, verify accuracy, and ensure inclusion.*

Practical Application: Use Cases

Q: How can teachers use generative AI in their classrooms?

A: Teachers can use AI for lesson planning, student feedback, differentiated instruction, professional development, assessment creation, content personalization, parent communication, and classroom management.

Q: How can students use generative AI for their learning?

A: Students can use AI for brainstorming, study aids, language support, career exploration, scaffolding, rubric support, writing support, and time management.

Q: How can administrators/district use generative AI?

A: Administrators can use AI for report generation, data analysis, grant writing support, planning and process drafting, training, monitoring, communication, staff evaluation, and grant writing.

Q: How can support staff use generative AI?

A: Support staff can use AI for communication support, resource organization, documentation assistance and management, schedule management, research support, data entry and analysis, and help desk support.

Risks

Q: What are the risks associated with generative AI for students?

A: Risks include academic integrity violations, overreliance on AI, misinformation and hallucinations, privacy concerns, and bias and stereotyping.

Q: What are the risks associated with generative AI for staff?

A: Risks include data security risks, bias in AI-assisted decision making, and professional development gaps.

Professional Development

Q: What professional development programs are available for educators?

A: The district offers a Generative AI Professional Development Series, including an introductory course and two PD tracks: Generative AI Foundations and Generative AI Applications.

Monitoring & Evaluation

Q: Why is monitoring and evaluation of AI use important?

A: Monitoring and evaluation ensure ethical use, enhance learning outcomes, support educators, promote equity, and adapt to technological changes.

Q: What tools are used for gathering feedback on AI use?

A: Tools include surveys and questionnaires, focus groups, observation and monitoring software, data analytics platforms, and AI-specific feedback tools.

Monitoring & Evaluation

Q: Why is monitoring and evaluation of AI use important?

A: *Monitoring and evaluation ensure ethical use, enhance learning outcomes, support educators, promote equity, and adapt to technological changes.*

Q: What tools are used for gathering feedback on AI use?

A: *Tools include surveys and questionnaires, focus groups, observation and monitoring software, data analytics platforms, and AI-specific feedback tools.*

Conclusion

Q: What are the future directions and goals for AI use in the district?

A: *The district aims to expand AI literacy programs, provide continuous professional development, conduct regular monitoring and evaluation, enhance collaboration, and periodically review and update guidelines.*

References

Q: What references were used in developing the Gen AI Guidance document?

A: *References include resources from educational institutions, state departments of education, and national organizations.*

AI Guidance: ^{a very brief} Overview



Tolleson Union High School District

We believe that generative AI plays a crucial role in preparing students to thrive in a rapidly changing world. Our district is dedicated to meeting students where they are, recognizing the diverse levels of understanding within our community. By using generative AI ethically, we aim to equip students with the skills and knowledge necessary for college, careers, and life. This approach will enhance communication and partnerships, fostering collaboration and innovation.

Generative AI?

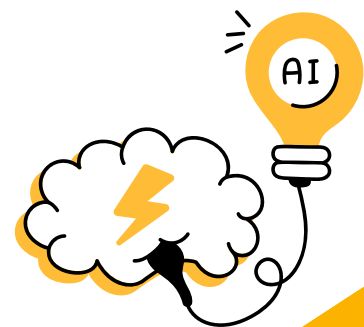
Generative AI is a type of artificial intelligence that uses advanced algorithms and machine learning techniques to create unique content, like images, music, and language. It works by mimicking human thought processes and responding to specific prompts to generate large sets of data. This technology is changing how we create and interact with digital content, offering exciting opportunities for innovation and learning.

Unacceptable Use

- Generate complete assignments for submission of original student work
- Cheat on assessments, quizzes, or tests
- Fabricate or falsify information, citations, or data
- Create or share harmful content, such as harassment, bullying, or impersonation
- Plagiarize or use uncredited AI-generated content as original work

Acceptable Use

- Brainstorming ideas for projects or essays
- Receiving feedback on grammar or writing structure
- Summarizing readings or taking notes
- Practicing academic skills (vocabulary, language comprehension, etc.)



AI Guidance: ^{a very brief} Overview Instruction & Learning

Educators

- Use AI tools to collect and evaluate student data leading to more personalized support.
- Can be used to streamline feedback and student assessment allowing for more opportunities for building relationships and creating content.
- Grading and writing feedback can be supported with AI allowing it to be more immediate.

Students

- Students can access content at their level, Lexile, or language supporting academic enrichment.
- Students using AI as a tutor can open time for high level thinking and problem solving.
- Students can receive real-time feedback while learning rather than at the end.



AI

Use in Class:

A Student Guide



Know when it is appropriate to use generative AI in school. Follow the guidelines below and always cite AI use, especially in levels 2 and 3.

LEVEL

0

AI IS NOT ALLOWED

You must do this work completely on your own. Work at this level is reserved for testing and in-class assignments only.



LEVEL

1

AI FOR RESEARCH & IDEAS

You can use AI-enhanced search engines (Google, Bing, YouTube) to help you understand topics, get ideas, or research concepts.



LEVEL

2

AI FOR MINOR REVISIONS

You can use AI to make small improvements, like editing, getting feedback, or creating visuals, as long as you cite it. This is much like getting help from a tutor, parent, or peer.



LEVEL

3

AI FOR CONTENT CREATION

You can use AI to create content or to heavily alter work, but you must clearly cite AI and say how you used it. Expressed teacher permission is required at this level.



AI use often happens beyond the classroom. TUHSD's approach centers on guidance, trust, and clear expectations for students and teachers.

This model aligns with TUHSD's Generative AI guidelines and is adapted from Brophy College Preparatory's "[AI GUIDELINES FOR ACADEMIC INTEGRITY](#)."