

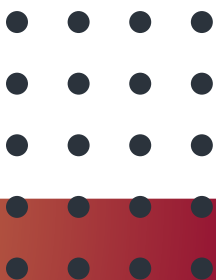
# 2025-26

TOLLESON UNION HIGH SCHOOL DISTRICT #214

# Generative Artificial Intelligence

District Guidance for All

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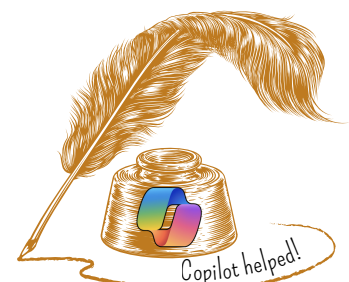
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This document was written with  
M365 Copilot's assistance.

# 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

### Task Force

- Tara Suggs, Instr. Tech. Integration Coordinator
- Sarah Pastula, Instr. Tech. Integration Coach
- Antonio Aguirre, Dir. of Information Technology
- 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/Parent

### 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/Parent

- Ernesto Tostado, WPHS Teacher/Instr. Tech. Integration Coach
- 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.
- 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
- Benjamin McClendon, Instr. Leadership Coord. English
- Anna Smith, Student Data and Research Coord.
- Matthew Haley, IT Supervisor

# Our Stance on Generative AI



We believe that generative AI will play 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 text, 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



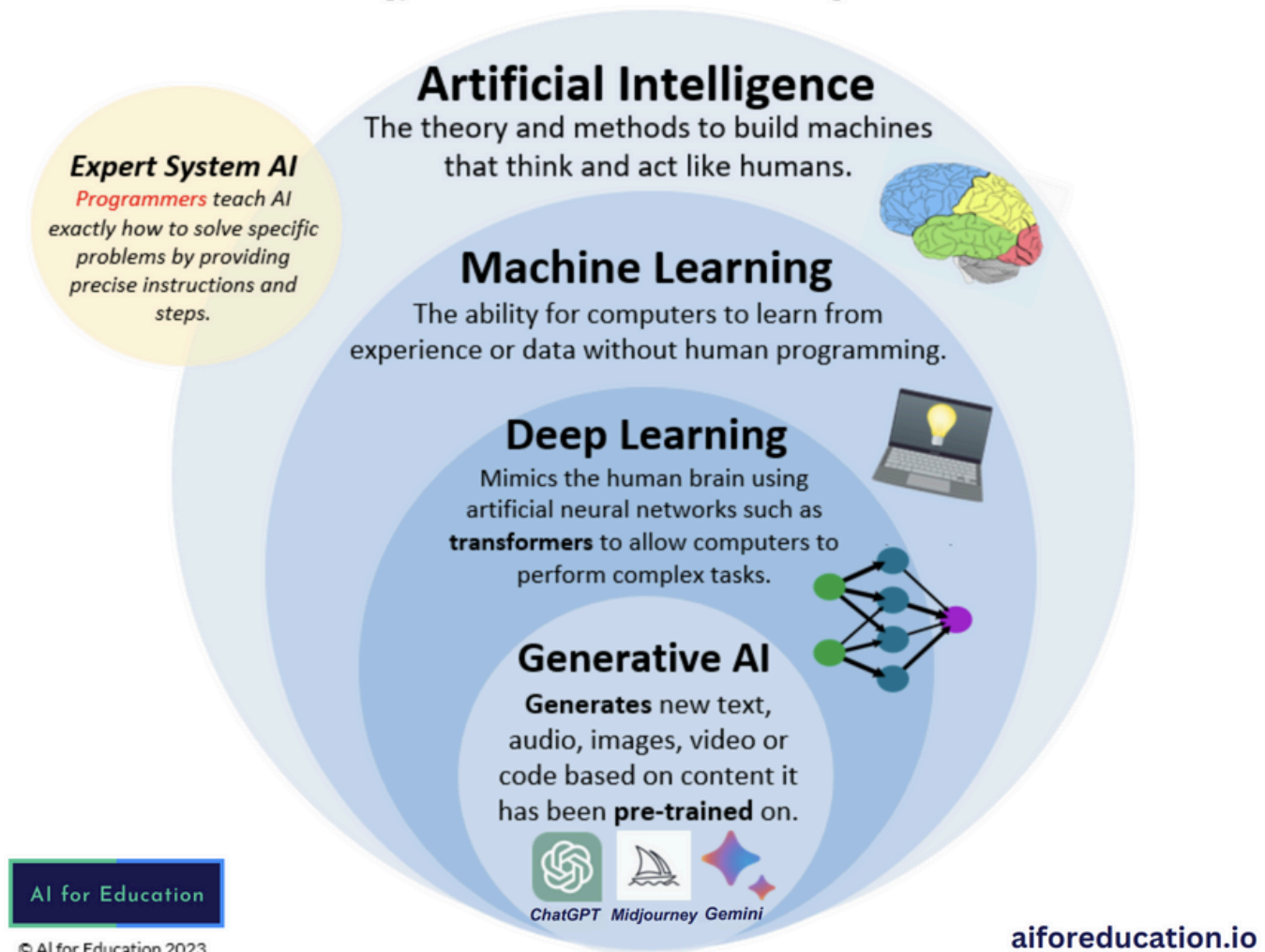
TUHSD Policy Reference  
IJNDB

# 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>.

# 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.



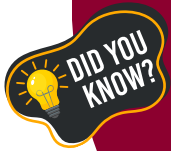
## Principles of Ethical AI Use (*continued*)

### 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 personal identifying information 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.



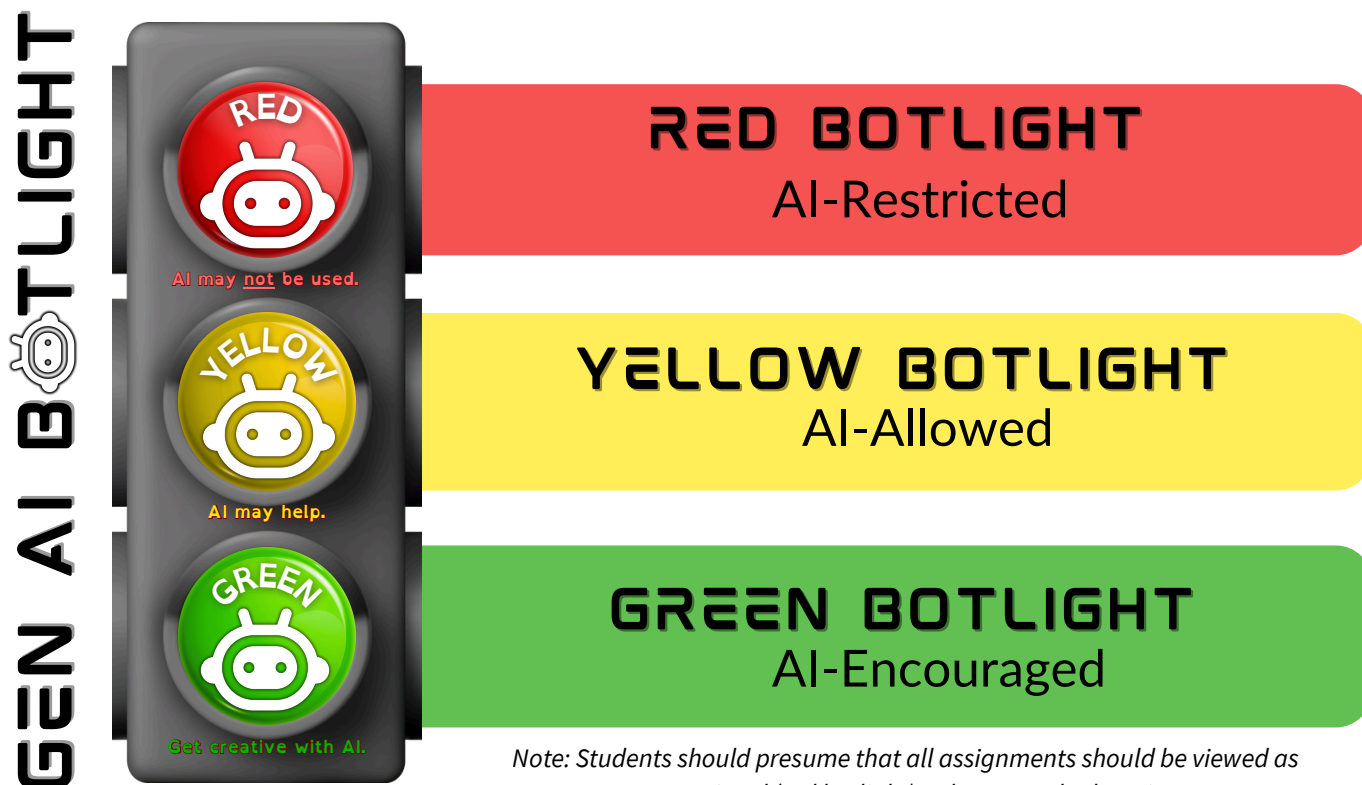
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# Framework for Generative AI Use

The framework for generative AI use in our district is designed to ensure that AI technologies are integrated responsibly and effectively into our educational practices. The AI stoplight system, Gen AI Botlight, will guide when and how AI may be used for student work, categorizing tasks into green, yellow, and red zones based on appropriateness and safety. For teachers, students, administrators, and support staff, the framework outlines responsible and practical uses, emphasizing human oversight. Additionally, the framework addresses potential risks, including data privacy, ethical considerations, and the need for ongoing AI literacy programs to ensure all stakeholders are well-informed and prepared to navigate the evolving landscape of AI in education.

## Gen AI Botlight

Many states and districts have implemented a stoplight system to clarify when generative AI may be used for student assignments. It is important to set clear expectations for students and providing guidance for teachers on the appropriate levels of AI use.



*Note: Students should presume that all assignments should be viewed as AI-Restricted (red botlight) unless stated otherwise.*



# Red Botlight

The following guidelines outline the indicators of the generative AI red botlight for both teachers and students, emphasizing the importance of originality and adherence to academic integrity.



**AI may not be used.**

## For Teachers

- Ensure that students' work is completely original.
- Emphasize that students should complete the task, assignment, or assessment without AI assistance to fulfill its purpose.
- Clearly state that the use of Generative AI is not allowed and is viewed as cheating.
- Require students to complete planning and drafting without AI assistance.
- Consider all assignments as red botlight assignments unless stated otherwise.
- Ensure that students do not use AI on assignments involving copyrighted material.

## For Students

- Ensure your work is completely original.
- Complete the task, assignment, or assessment without AI assistance to fulfill its purpose.
- Understand that using Generative AI is not allowed and is considered cheating.
- Complete planning and drafting without AI assistance.
- Consider all assignments as red botlight assignments unless your teacher says otherwise.
- Include assignments involving copyrighted material in this category.



**AI may help.**

# Yellow Botlight

The following guidelines outline the indicators of the generative AI yellow botlight for both teachers and students, emphasizing the responsible use of AI tools and proper citation practices:

## For Teachers

- Allow students to use AI for assistance or specific parts of the assignment but ensure they give credit to the AI tool.
- Ensure students provide prompt history when using AI.
- Emphasize that AI use must be cited just as with any outside source.
- Ensure students follow your guidance regarding citing and crediting the AI tool. (See Appendix for guidelines for citing AI in MLA and APA formats.)
- Encourage students to use AI to improve their self-generated work.
- Allow students to use AI to help understand the purpose of the assignment.

## Yellow Botlight (continued)



### For Students

- Use AI for assistance or specific parts of the assignment but give credit to the AI tool.
- Provide AI prompt and chat history when using AI for the assignment.
- Cite AI use just as you would for any outside source. (See Appendix for guidelines for citing AI in MLA and APA formats.)
- Follow your teacher's guidance regarding citing and crediting the AI tool.
- Use AI to improve your self-generated work.
- Use AI to help understand the purpose of the assignment.

## Green Botlight

The following guidelines outline the indicators of the Gen AI Green Botlight for both teachers and students, emphasizing the responsible and creative use of AI tools to enhance learning experiences



**Get creative with AI.**

### For Teachers

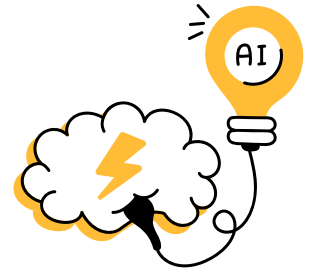
- Encourage students to use AI to generate ideas and personalize their learning experience.
- Allow students to use AI to tutor, practice, deepen, or demonstrate understanding.
- Grade students based on the quality of prompts/completion or attach the grade to a follow-up assignment (summary, analysis, etc.).
- Inform students that they do not need to cite AI use for this task, assignment, or assessment, but doing so is encouraged. (See Appendix for guidelines for citing AI in MLA and APA formats.)
- Ensure that the use of AI does not significantly impact the originality of students' work.

### For Students

- Use AI to generate ideas and personalize your learning experience.
- Use AI to tutor, practice, deepen, or demonstrate understanding.
- Understand that your grade will be based on the quality of prompts/completion or attached to a follow-up assignment (summary, analysis, etc.).
- Know that you do not need to cite AI use for this task, assignment, or assessment, but doing so is encouraged. (See Appendix for guidelines for citing AI in MLA and APA formats.)
- Ensure that the use of AI does not significantly impact the originality of your work.

# 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.

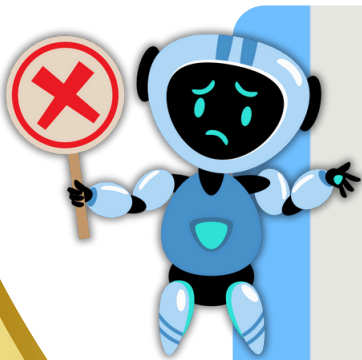


## Teacher Acceptable Use

- **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

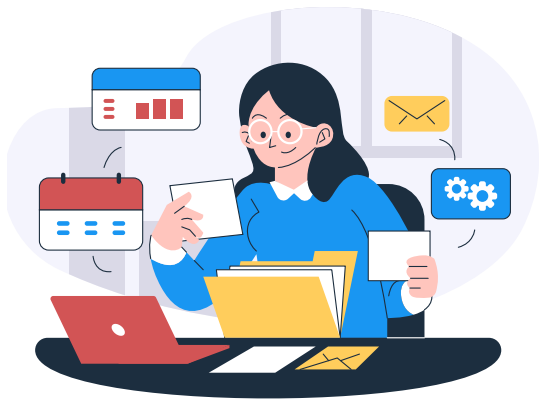
- **Original Work:** Use AI for idea generation and study support, not to submit AI-generated work as one's own.
- **Critical Thinking:** Evaluate AI outputs critically and for accuracy and bias rather than accepting them at face value.
- **Academic Honesty:** Disclose and cite when AI tools are used 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.

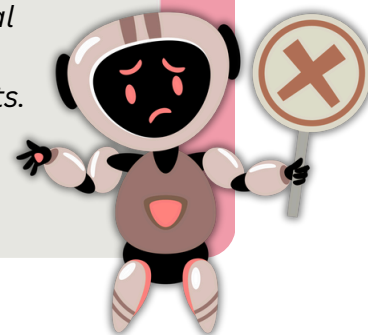
### Support Staff Acceptable Use

- **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:** Summarize observations and suggesting 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)*

- Topics covered:
  - What is Generative AI? (working definition)
  - District's stance (mission/vision)
  - Common language for students (botlight 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)

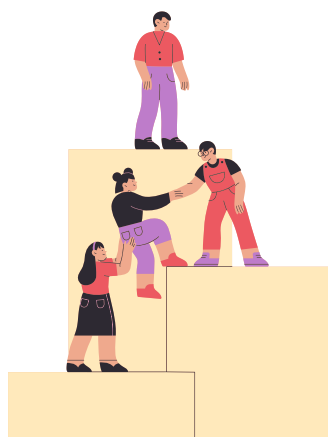




# Recommendations for PD Implementation

**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.



# 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**

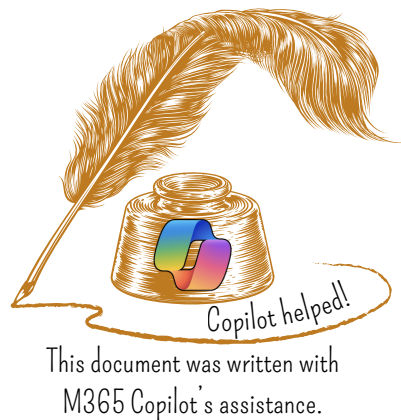
Support for teachers and administrators will occur in a series of professional development programs to ensure educators are well-prepared to integrate generative AI into their practices. The Generative AI Professional Development Series includes an introductory course and two PD tracks: Generative AI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

1. Arizona Institute for Education and the Economy. (2025, May). Generative artificial intelligence in K–12 education: Guidance for Arizona schools and school systems (Version 25.01). Northern Arizona University. <https://nau.edu/wp-content/uploads/sites/222/2025/05/AZ-GenAI-Guidance-v25.0155.pdf>
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# TUHSD

+ COPILOT



## 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)



## DATA SAFETY

Remind your students to never enter their personal information into any AI websites or apps.

## 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)



## ADDITIONAL RESOURCES

- [TUHSD Generative Artificial Intelligence: District Guidance for All](#)
- [Generative AI Brief Overview](#)
- [Teacher Gen AI Botlight](#)
- [Generative AI Prompting for Teachers](#)
- [Best Practices for Gen AI Use](#)
- [Citing Gen AI in Assignments](#)
- [Link to Teacher Support Form](#)



# TUHSD

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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)



### WHAT ARE WE USING?

TUHSD staff have access to M365 Copilot, a Microsoft Gen AI solution that ensures safety and data protection. When permitted, students may use Copilot on Bing.com while using their district computers. (TUHSD Gen AI Guidance Document Pg. 9)

## 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)

**DATA  
SAFETY**

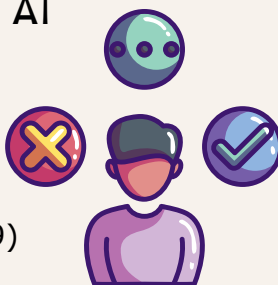
**CAUTION**

Do not enter personal identifiable information (PII) in AI sites or apps!

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.

## 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)



## ADDITIONAL RESOURCES

- [TUHSD Generative Artificial Intelligence: District Guidance for All](#)
- [Generative AI Brief Overview](#)
- [Student Gen AI Botlight](#)
- [Generative AI Prompting for Students](#)
- [Citing Gen AI in Assignments](#)





# TUHSD

+ COPILOT



## 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)?

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)



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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 STUDENT'S DATA?

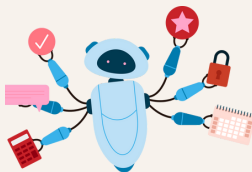


Protecting student data is our priority! By using M365 Copilot, TUHSD staff are able to keep your student's personal data secure. (TUHSD Gen AI Guidance Document Pg. 9)

## 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

Remind your student to never enter their personal information into any AI websites or apps.

## ADDITIONAL RESOURCES

- [TUHSD Generative Artificial Intelligence: District Guidance for All](#)
- [Generative AI Brief Overview](#)
- [Benefits and Pitfalls of Using Gen AI](#)
- [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 Stoplight:** A framework for determining the acceptable use of generative AI in educational settings, categorizing uses into green (acceptable), yellow (caution), and red (unacceptable) zones.

## 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.

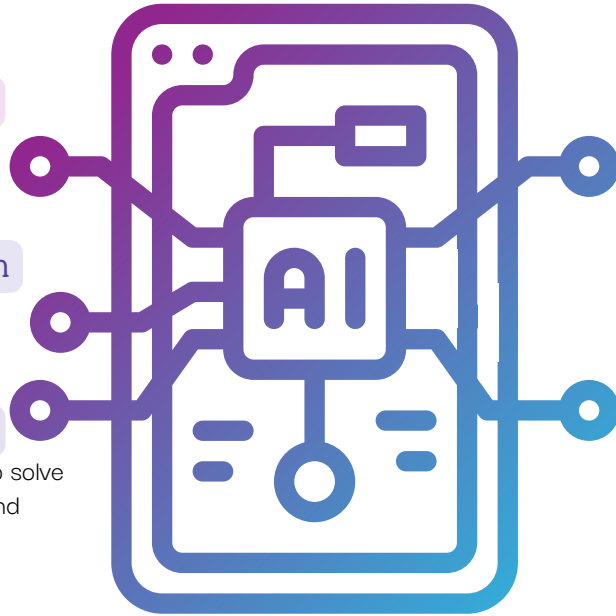
**Transparency:** The practice of being open and clear about how AI tools are used and how decisions are made.





# 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.

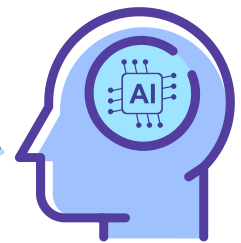
### Continuous Evaluation

- 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.

# 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.

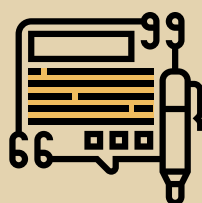
## MLA Format

In MLA style, AI-generated content should be cited similarly to other sources. Here are the general guidelines:

- **Author:** MLA Style Center does not recommend using the AI tool as an author.
- **Title of Source:** Describe the content generated by the AI.
- **Title of Container:** If applicable, include the name of the AI tool.
- **Version:** Include the version number of the AI tool, if available.
- **Publisher:** Name the organization that created the AI tool.
- **Publication Date:** Provide the date the content was generated.
- **Location:** Include the URL or other location details.

### In-Text Citation Example

("Generated Text on the importance")



### Works Cited Examples

"Generated Text on the Importance of Academic Integrity."  
*Copilot*, version 1.0, Microsoft, 2025,  
<https://copilot.microsoft.com>.

"Generated Text on the Importance of Academic Integrity."  
*ChatGPT*, version 4.0, OpenAI, 2025,  
<https://chat.openai.com>.

## APA Format

In APA style, AI-generated content should be cited as follows:

- **Author:** Use the name of the AI tool or the organization that created it.
- **Date:** Provide the year the content was generated.
- **Title of Source:** Describe the content generated by the AI.
- **Bracketed Text:** Use bracketed text to describe the model.
- **Source:** Include the name of the AI tool and the URL.

### In-Text Citation Examples

(Microsoft Copilot, 2025)  
(OpenAI, (2025))

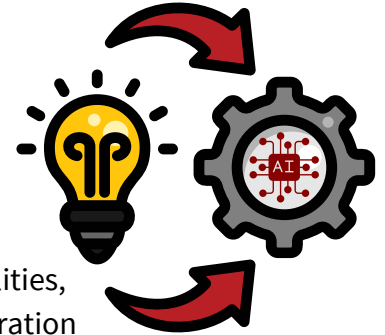
### References Examples

Microsoft Copilot. (2025). Generated text on the importance of academic integrity. [Large language model]. *Copilot* (version 1.0). Retrieved from <https://copilot.microsoft.com>

OpenAI. (2025). Generated text on the importance of academic integrity. [Large language model]. *ChatGPT* (version 4.0). Retrieved from <https://chat.openai.com>



# Gen AI Implementation Strategies



## Steps for Integrating AI in the Classroom

Integrating generative AI into the classroom involves understanding its capabilities, setting clear objectives, and ensuring ethical use. It's essential to align AI integration with the Arizona State Standards for educational technology and build AI literacy among students.

### 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.
3. Classroom Activities: Use AI to generate simple writing prompts or vocabulary exercises.

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.
2. Interactive Learning: Incorporate AI-powered interactive tools like chatbots for tutoring.
3. Project-Based Learning: Use AI to assist in creating project outlines and timelines.

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.
2. Creative Projects: Encourage students to use AI for creating digital media, such as videos and music.
3. Critical Evaluation: Teach students to critically evaluate AI-generated content for biases and inaccuracies.

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.



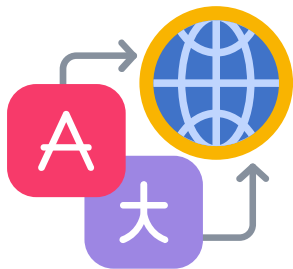


# Gen AI and Project-Based Learning

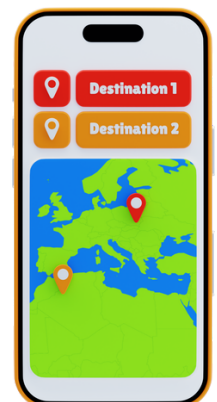
Project-based learning (PBL) is an instructional approach that encourages students to learn by engaging in real-world and meaningful projects. Integrating generative AI into PBL can provide students with innovative tools to enhance their creativity, critical thinking, and problem-solving skills.

## Examples of Project-Based Learning

- **Creative Writing Projects:** Students can use generative AI tools like ChatGPT to brainstorm ideas, generate story prompts, and even co-write stories. This can help students explore different genres and improve their writing skills
- **Scientific Research Projects:** Generative AI can assist students in analyzing data sets, visualizing results, and generating hypotheses. For example, students can use AI to analyze environmental data and create models predicting climate change impacts



- **Historical Analysis Projects:** Students can use AI to gather and analyze historical data, create timelines, and generate reports on historical events. AI tools can help students identify patterns and draw connections between different historical periods
- **Art and Design Projects:** Generative AI can be used to create digital art, design logos, and develop multimedia presentations. Students can explore different artistic styles and techniques using AI-powered tools
- **Language Learning Projects:** AI-powered language learning tools can provide personalized practice, feedback, and conversation partners. Students can use AI to create language learning apps or develop interactive language lessons
- **STEM Projects:** Students can use AI to design and build robots, create simulations, and develop coding projects. AI can assist in debugging code and providing real-time feedback on programming tasks
- **Social Studies Projects:** Generative AI can help students create interactive maps, analyze demographic data, and develop presentations on social issues. AI tools can assist in visualizing complex data and making it more accessible



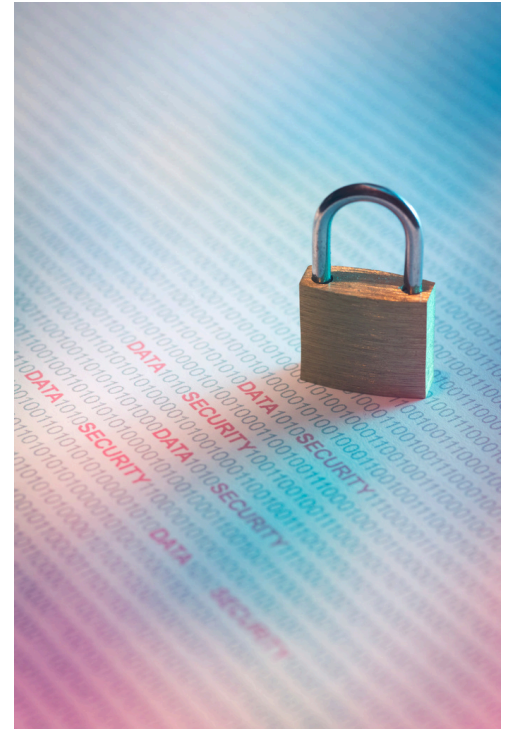


# Gen AI: Data Privacy and Security Measures

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.



## Term to Know

**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.





# Bot/Stoplights and Notices

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

GEN AI BOTLIGHT



## RED BOTLIGHT

AI-Restricted

## YELLOW BOTLIGHT

AI-Allowed

## GREEN BOTLIGHT

AI-Encouraged

*Note: Students should presume that all assignments should be viewed as AI-Restricted (red botlight) unless stated otherwise.*



## REMINDER

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

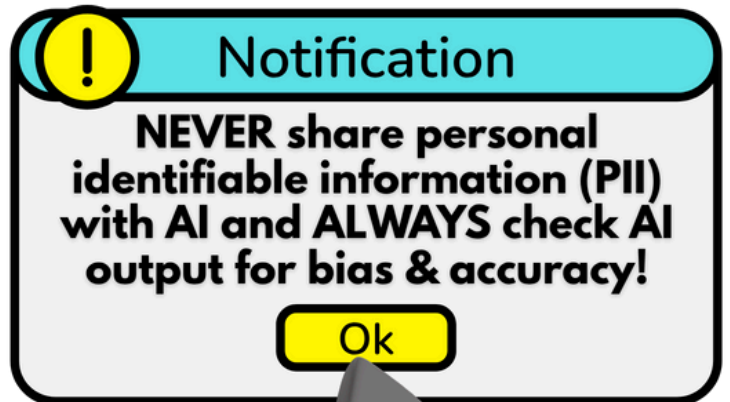
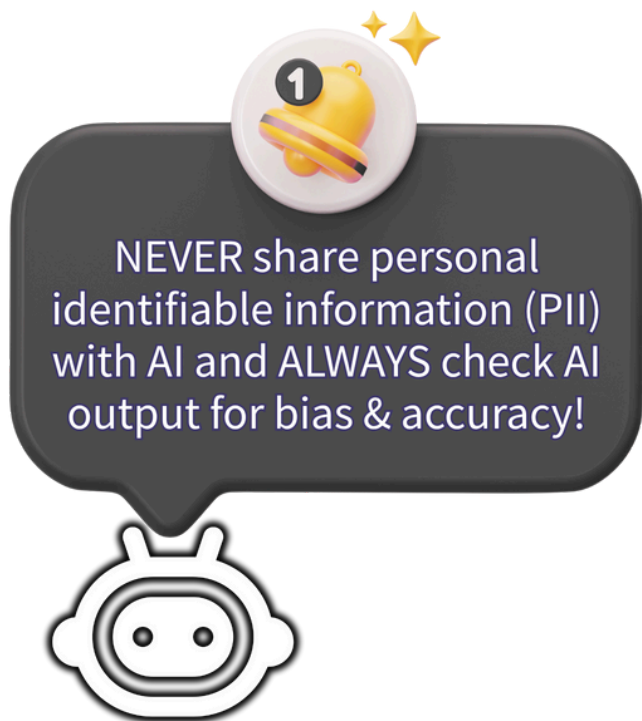


AI may help.

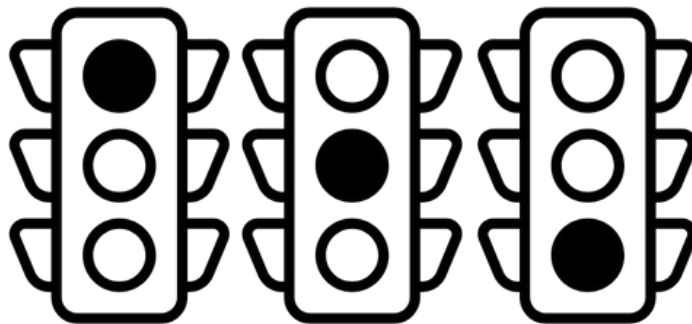
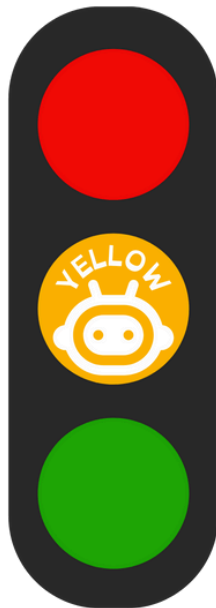


Get creative with AI.

## Bot/Stoplights and Notices (Continued)



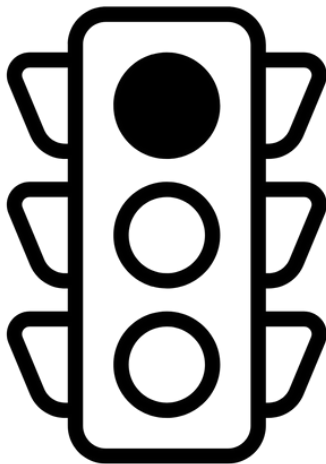
## Bot/Stoplights and Notices (Continued)



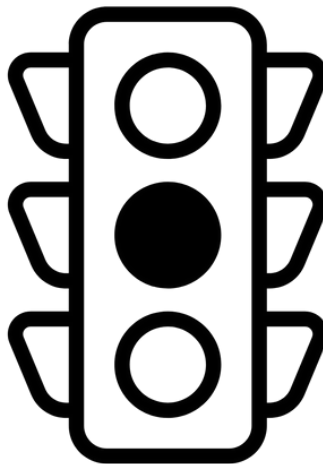
AI may not  
be used.

AI may  
help.

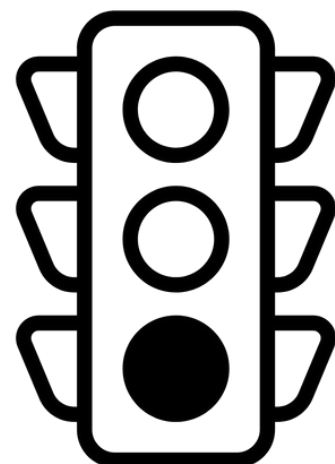
Get creative  
with AI.



AI may not  
be used.



AI may  
help.



Get creative  
with AI.

# GEN AI BOTLIGHT

## RED BOTLIGHT

AI may not be used.

## GREEN BOTLIGHT

Get creative with AI.

## YELLOW BOTLIGHT

AI may help.



AI may not be used.



AI may help.



Get creative with AI.

Red  
Botlight



Yellow  
Botlight

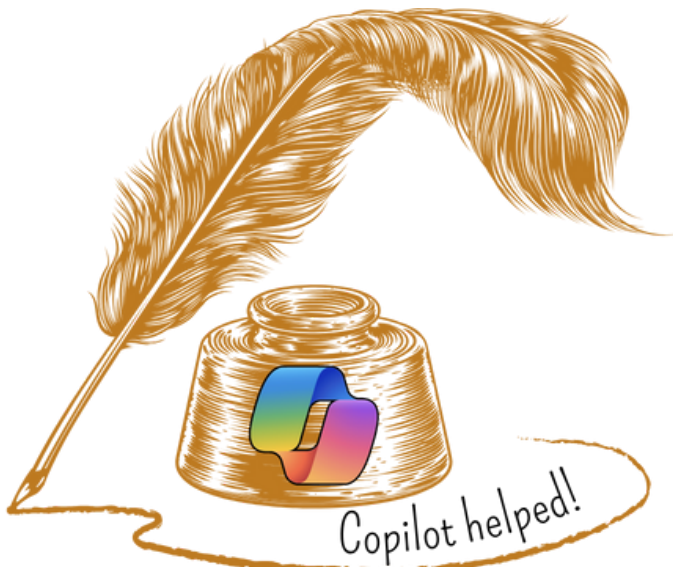


Green  
Botlight

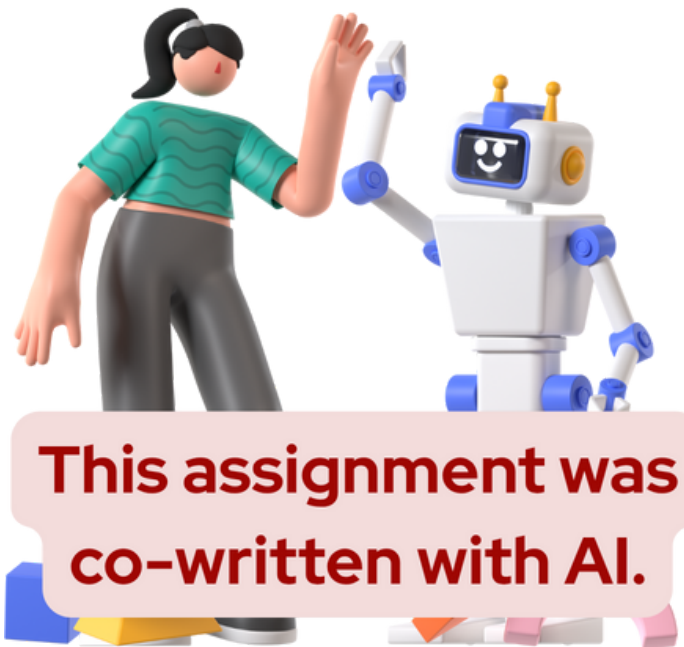




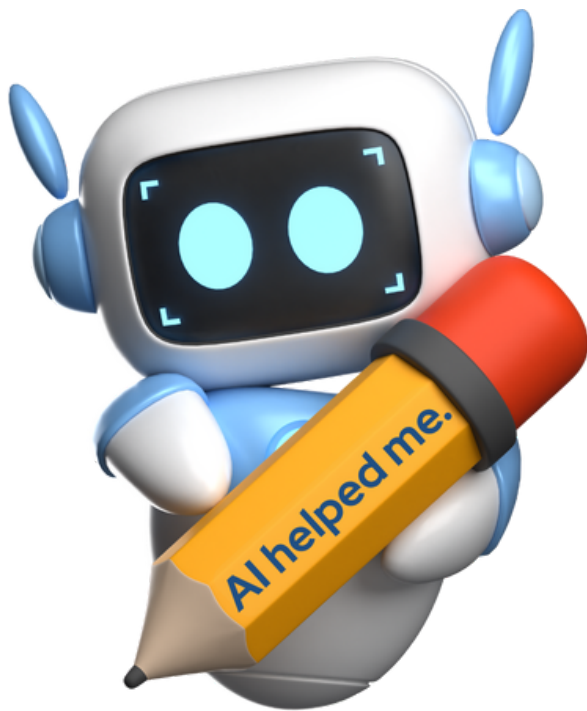
## Bot/Stoplights and Notices (Continued)



This document was written with  
M365 Copilot's assistance.



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





# GENERATIVE AI PROMPTING for Teachers

P

## PURPOSE

What is the purpose/goal of the prompt?

*Example: "I need a detailed lesson plan on the causes and effects of World War II that includes student analysis."*



R

## RELEVANCE



What is the context of the prompt? Why is it important?

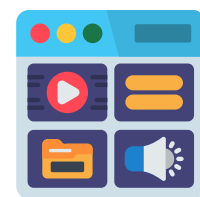
*Example: "This lesson plan is for my world history class to help students understand the significant events and impacts of World War II and develop their analytical skills."*

O

## OUTPUT ORGANIZATION

How should the output be structured, organized, or formatted?

*Example: "The lesson plan should include an introduction, key events, major figures, and a conclusion. It should also have discussion questions and activities that require students to analyze the causes and effects of World War II."*



M

## MATERIALS



What sources or content should AI reference to create the output?

*Example: "Use my history textbook, reputable history websites, and any primary source documents available."*

P

## PRESENTATION

In what tone and style should the output be presented?

*Example: "Please write the lesson plan in a formal and informative tone suitable for high school teachers and administrators."*



T

## TARGET AUDIENCE



Who is the intended audience? Who will be reading or using the information?

*Example: "The audience is my world history class, consisting of high school students."*

**Example of Full Prompt:** For my world history class, I would like a detailed lesson plan on the causes and effects of World War II that includes student analysis. This lesson plan will help students understand the significant events and impacts of World War II and develop their analytical skills. Please create a lesson plan that includes an introduction, key events, major figures, and a conclusion. It should also have discussion questions, activities, and a project that require students to analyze the causes and effects of World War II. Use my history textbook, reputable history websites, and any primary source documents available. Write the outline in a formal tone suitable for high school teachers and administrators.





# GENERATIVE AI PROMPTING for students

## PURPOSE

P

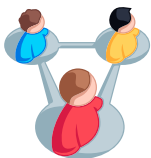
What is the purpose/goal of the prompt?

Example: "I need ideas for analyzing the causes and effects of World War II."



## RELEVANCE

R



What is the context of the prompt? Why is it important?

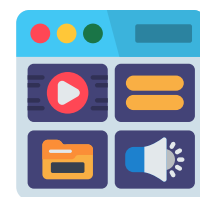
Example: "This analysis is for my world history class project. Understanding these causes and effects will help us see the connections to current international relations."

## OUTPUT ORGANIZATION

O

How should the output be structured, organized, or formatted?

Example: "Create an outline with key points for causes, effects, and examples of how these events influence today's politics."



## MATERIALS

M



What sources or content should AI reference to create the output?

Example: "Use my history textbook, reputable history websites, and any primary source documents available."

## PRESENTATION

P

In what tone and style should the output be presented?

Example: "Please write the outline in a formal and informative tone suitable for high school students."



## TARGET AUDIENCE

T



Who is the intended audience? Who will be reading or using the information?

Example: "The audience is my world history class, consisting of high school students."

**Example of Full Prompt:** For my world history class project, I would like some ideas for analyzing the causes and effects of World War II. This information will help us see the connections to current international relations. Please create an outline with key points for causes, effects, and examples of how these events influence today's politics. Use my history textbook, reputable history websites, and any primary source documents available. Write the outline in a formal and informative tone suitable for high school students.

# 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.*



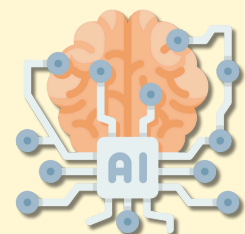
## BENEFITS

- **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 will play 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 Stoplight framework?

**A:** *The Gen AI Stoplight framework categorizes AI uses into green (acceptable), yellow (caution), and red (unacceptable) zones 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: <sup>a very brief</sup> Overview



## Tolleson Union High School District

We believe that generative AI will play 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?

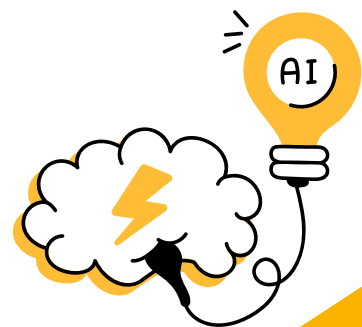
Generative AI is a type of artificial intelligence that uses advanced algorithms and machine learning techniques to create unique content, like images, music, and language. It works by mimicking human thought processes and responding to specific prompts to generate large sets of data. This technology 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: <sup>a very brief</sup> 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 then end.



## AI Use Botlight

Still unsure as to when to use AI? Allow this graphic to assist you on when AI is acceptable within the classroom.

### Red light: AI Use Not Allowed

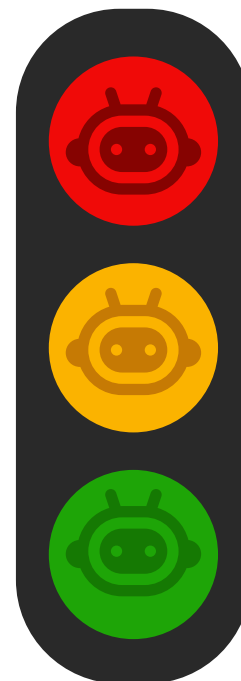
- Your work should be completely original
- You should not use AI for planning or drafting
- Using AI would defeat the purpose of this task, assignment, or assessment.

### Yellow Light: AI Use Allowed With Citation

- You can use AI for this task or assignment but you MUST give credit to the AI tool.
- Please follow your instructor's guidance regarding citing and crediting the AI tool.

### Green Light: AI Use Allowed Without Citation

- You can use AI for this task, assignment or assessment and you do not need to cite it, but we encourage that you do.
- The use of AI does not significantly impact the originality of your work.



# STUDENT GEN AI BOTLIGHT



*Note: Students should presume that all assignments should be viewed as AI-Restricted (red botlight) unless stated otherwise.*

## RED BOTLIGHT

AI-Restricted

- Ensure your work is completely original.
- Complete the task, assignment, or assessment without AI assistance to fulfill its purpose.
- Understand that using Generative AI is not allowed and is considered cheating.
- Complete planning and drafting without AI assistance.
- Consider all assignments as Red light unless your teacher says otherwise.
- Include any work that involves copyrighted material in this category.



AI may not be used.

## YELLOW BOTLIGHT

AI-Allowed

- Use AI for assistance or specific parts of the assignment but give credit to the AI tool.
- Provide AI prompt and chat history when using AI for the assignment.
- Cite AI use just as you would for any outside source.
- Follow your teacher's guidance regarding citing and crediting the AI tool.
- Use AI to improve your self-generated work.
- Use AI to help understand the purpose of the assignment.



AI may help.

## GREEN BOTLIGHT

AI-Encouraged

- Use AI to generate ideas and personalize your learning experience.
- Use AI to tutor, practice, deepen, or demonstrate understanding.
- Understand that your grade will be based on the quality of prompts/completion or attached to a follow-up assignment (summary, analysis, etc.).
- Know that you do not need to cite AI use for this task, assignment, or assessment, but doing so is encouraged.
- Ensure that the use of AI does not significantly impact the originality of your work.



Get creative with AI.



# TEACHER GEN AI BOTLIGHT

*Note: Students should presume that all assignments should be viewed as AI-Restricted (red botlight) unless stated otherwise.*



AI may not be used.

## RED BOTLIGHT

AI-Restricted

- Ensure that students' work is completely original.
- Emphasize that students should complete the task, assignment, or assessment without AI assistance to fulfill its purpose.
- Clearly state that the use of Generative AI is not allowed and is viewed as cheating.
- Require students to complete planning and drafting without AI assistance.
- Consider all assignments as Red light unless stated otherwise for each specific assignment.
- Highlight that documents involving copyrighted material are included in this category.



AI may help.

## YELLOW BOTLIGHT

AI-Allowed

- Allow students to use AI for assistance or specific parts of the assignment but ensure they give credit to the AI tool.
- Ensure students provide prompt history when using AI.
- Emphasize that AI use must be cited just as with any outside source.
- Ensure students follow your guidance regarding citing and crediting the AI tool.
- Encourage students to use AI to improve their self-generated work.
- Allow students to use AI to help understand the purpose of the assignment.



Get creative with AI.

## GREEN BOTLIGHT

AI-Encouraged

- Encourage students to use AI to generate ideas and personalize their learning experience.
- Allow students to use AI to tutor, practice, deepen, or demonstrate understanding.
- Grade students based on the quality of prompts/completion or attach the grade to a follow-up assignment (summary, analysis, etc.).
- Inform students that they do not need to cite AI use for this task, assignment, or assessment, but doing so is encouraged.
- Ensure that the use of AI does not significantly impact the originality of students' work.



# 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.

