

Cutler-Orosi AI Guidance: Empowering Our Future with Purposeful AI

Introduction: Educating Minds and Inspiring Futures

At Cutler-Orosi Joint Unified School District, our mission is to *Educate Minds* and *Inspire Futures*, with a vision for all students to be college and career ready, committed to engage in civic responsibilities, and prepared to compete in a global economy. These guiding principles drive our district's goals:

- Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
- Build and retain talent by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
- Create efficient and effective systems and educational practices that are innovative, accountable, and proactive in retaining staff.

The integration of Artificial Intelligence (AI) into classroom instruction and student learning is a natural extension of this vision, preparing our students for a rapidly evolving technological landscape. AI is a system of machine learning capable of performing complex tasks like problem-solving, reasoning, understanding natural language, and recognizing patterns. These systems leverage algorithms, data, and computational power to simulate cognitive functions, make autonomous decisions, and continuously improve through learning and adaptation.

This guidance document is designed to support the responsible, ethical, and effective use of AI technologies throughout our district. While AI presents transformative opportunities, our approach prioritizes human creativity and innovation, ensuring that AI complements rather than replaces the critical roles of educators and students. We view AI as a powerful tool to amplify human capabilities, enabling teachers to focus on meaningful interactions, instructional strategies, and fostering deep connections with students. Simultaneously, students will develop essential skills in collaboration with AI technologies, such as analytical reasoning and problem-solving, preparing them for future challenges.

We are committed to building a strong foundation for the future today. This journey is a shared one, grounded in relationships and a vision for education that empowers everyone to design their future. Our commitment aligns with our district goals - reflecting our community's hopes and dreams for young people, outlining the skills and mindsets they need to succeed in a changing world. We are committed to pursuing academic excellence, building human capacity, and providing efficient and effective systems in pursuit of our vision as we integrate AI into our schools.

Section 1: Purpose and Rationale – AI as an Enhancing Tool

This document outlines guidelines for the responsible, ethical, and effective use of AI technologies to support the district's students, educators, and community. AI offers transformative opportunities when leveraged as a tool:

- **Enhance Student Learning:** AI can personalize educational experiences and support diverse learning needs. By incorporating AI responsibly, the district aims to create equitable learning opportunities that address the diverse needs of all students, as defined by the [COJUSD GIFT Framework](#)¹. AI serves as a supplemental tool to enhance classroom instruction, facilitate personalized learning experiences, encourage independent research, foster curiosity, critical thinking, and problem-solving skills. These tools also support differentiated instruction, provide personalized feedback, and open new pathways for creativity and innovation.
- **Promote Equity and Accessibility:** AI provides students access to modern tools that support individualized learning. We prioritize AI tools that address the diverse needs of our student, educator, and staff population, selecting tools that support different learning preferences, language abilities, and cultural backgrounds.
- **Equip Students for the Future:** AI can assist in teaching critical thinking, problem-solving, and digital literacy. Students develop essential skills in collaboration with AI technologies, such as analytical reasoning and problem-solving, preparing them for future challenges.
- **Support Educators:** AI can streamline routine tasks and give teachers the gift of time which allows our staff to spend their valuable time cultivating meaningful relationships with both their students and their families.

These benefits come with significant responsibilities for students and educators. A clear, comprehensive AI policy safeguards privacy, mitigates bias, and ensures transparency and accountability in all AI implementations. Our approach underscores the importance of maintaining the human element in education, recognizing that **teaching and learning are deeply personal and relational processes**. By keeping educators at the forefront of instructional decisions and emphasizing ethical, transparent, and equitable AI use, we create an inclusive learning environment where technology empowers both students and teachers to thrive.

To bring these principles into practice, this guide will feature various scenarios. This storytelling approach is central to our professional development because it helps cultivate an AI-Ready Mindset—one that prioritizes thoughtful judgment and ethical decision-making over a simple list of rules. These real-world examples are designed to help you and your teams navigate the complexities of AI with confidence and integrity, ensuring that we remain the thoughtful, human drivers of this technology.

Scenario: Writing a Letter to Families

Before AI:

Ms. Sands, a school principal, spends hours crafting a letter to families about an upcoming school event. She struggles to find the right tone and words to address the diverse needs of her community. After multiple drafts, she still feels unsure if her message is clear and inclusive.

With AI in the Toolkit:

Ms. Sands uses a structured AI prompt to elicit a high-quality first draft. She constructs her prompt using the **PTCF Prompt Engineering Framework** to guide the AI precisely:

- **Persona:** She tells the AI to act as an experienced and warm school principal who excels at family communication.
- **Task:** She clearly defines the action: to draft an inviting letter to families about an upcoming school event.
- **Context:** She provides the essential details like the event name, date, and time, and specifies the goal is to encourage participation with an inclusive, welcoming, and easy-to-understand tone.
- **Format:** She requests a specific structure—a clear headline, bullet points for key information, and a warm closing—to ensure the letter is easy for busy families to read.

By front-loading her time in crafting the detailed prompt, the AI generates a polished and well-structured draft in minutes. The output uses inclusive language and offers suggestions to encourage family participation, aligning perfectly with her goals.

Ms. Sands then performs the most critical step: acting as the "craftsman". She reviews the draft, personalizes it with specific details unique to her school community, and adds her own authentic voice to the message. What once took hours is now completed in less than 30 minutes, freeing her time to focus on planning the event itself.

Discussion Points for Teams:

- What tasks in your role could be streamlined or enhanced by AI?
- How do we ensure AI-generated content reflects our community's unique values and needs?
- How can humans remain central in communicating messages that build connection and trust?

Section 2: Integrating AI with Integrity: A District-Wide Approach

Our district is committed to equipping staff with the skills and knowledge to effectively and responsibly use AI tools, which is essential for building human capacity. We are empowering educators and staff to leverage AI technologies to enhance teaching and learning, engage students, and prepare them for success in a technologically advancing world.

Advances in AI are transforming our entire organization, and everyone is already exploring how these tools can support learning, operations, and overall growth. We recognize that while we can guide AI usage, we cannot entirely control it, which necessitates an approach rooted in our **core values**:

- **Equity:** AI tools that empower students should be accessible to all, catering to diverse learning needs and bridging educational gaps.
- **Kindness and Respect:** The use of AI must be governed by kindness and respect, ensuring transparency, ethical soundness, and a focus on enhancing educational outcomes and personal development.
- **Relationships:** Respect for relationships with students and staff is paramount; AI should amplify, not replace, human interactions and facilitate teamwork, both with each other and with the tools.
- **Innovation:** We believe this collaboration with AI tools will foster excellence and spur innovation.
- **Efficiency:** AI should be used to further the district's goal of creating efficient systems so that faculty, staff, students, and families can spend more time on what matters most.
- **Teamwork:** AI should facilitate teamwork with each other and with the tools.
- **Safety and Well-being:** AI systems used in our schools should be secure, privacy-compliant, and selected to minimize bias. Every decision regarding AI use should be carefully examined through the lens of these values.

Preparing Staff for Responsible AI Use

Equipping staff with the skills and knowledge to effectively and responsibly use AI tools is essential for building staff capacity. By providing targeted training and ongoing support, the district empowers educators and staff to leverage AI technologies to enhance teaching and learning, engage students, and prepare them for success in a technologically advancing world.

Professional Learning:

Workshops will improve educator and staff AI literacy, familiarizing them with the tools and applications for professional use. These sessions will focus on practical strategies for integrating AI into lesson planning, differentiating instruction, and supporting diverse learning needs.

Ethics Training:

Educators and staff will receive specialized training on critical topics such as bias, privacy, transparency, and fairness in AI. This training will enable them to identify and address ethical concerns, ensuring that AI tools are used responsibly and equitably in educational settings. Educators and staff will also be guided on integrating ethical discussions about AI into their curriculum to foster critical thinking among students.

Ongoing Support and Resources:

The district is committed to providing continuous support and resources to educators and staff, including access to online tutorials and AI tools that generate tailored lesson plans and instructional materials. Technical assistance and troubleshooting guidance will be readily available, ensuring educators can confidently integrate AI tools into their teaching practices.

By focusing on professional learning, ethics training, and robust support systems, the district aims to ensure that AI serves as a valuable tool for enhancing education while maintaining the integrity and creativity of teaching.

Overarching Goals for AI Rollout (2025-2028):

1. Cultivate a Human First AI Culture
2. Establish foundational AI Literacy
3. Establish Artificial Intelligence Innovation Mentors (AIIMs) to provide on-site support
4. Support staff integration and provide Admin/Coach Training
5. Encourage teacher exploration and experimentation
6. Collect, evaluate, and integrate feedback from students and faculty
7. Create an AI Hub for resources
8. Elevate innovative uses of AI
9. Establish a Student AI Ambassador Panel.
10. Empower teachers to drive innovation into the future

AI Rollout Levels:

- Level 1: AI Ethics and Literacy (2025-26):
 - Focus on what AI is, its capabilities and limitations, and ethical use. Our goal is to engage every teacher with an AI Ethics and Literacy PL session in the first semester of the 2025-2026 school year. Teachers are encouraged to begin experimenting with AI, including introducing AI ethics and literacy to students. Support staff and administrators also begin using AI and participating in PL.
- Level 2: AI Workshops (2026-27):
 - The PL will transition to targeted, practical application-focused sessions for faculty and staff. These workshops encourage staff to try more applications, implement AI tools in new use cases and develop more effective AI skills.
- Level 3: Learning Labs (2027-28):
 - These labs move beyond basic integration. With a new baseline of skills, we explore "what can we do next?" This level focuses on "Transcending AI," encouraging innovation and evaluating future needs.

	2025-2026	2026-2027	2027-2028
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	Level 1: AI Ethics & Literacy	Level 2: AI Workshops	Level 3: Learning Labs
AI Task Force	1) Publish AI Hub 2) Create PL modules (AI Literacy and AI Workshops) 3) Administer PL 4) Provide Support Services 5) Develop AI feedback monitoring systems	1) Monitor and evaluate feedback 2) Develop and administer AI workshop sessions 3) Provide support services	1) Evaluate initiative progress 2) Determine future needs with respect to initiative performance, feedback data, and AI landscape 3) Provide support services 4) Co-Design Learning Labs with site admin / ILT
Clerical Staff	1) Participate in 1 PL session 2) Begin using our AI 3) Share innovations/new efficient processes	1) Participate in 1 workshop 2) Establish advisory panel for evaluating need for new onboarding processes	1) Develop onboarding materials/processes 2) Continue to leverage AI tools responsibly
Admin	1) Participate in PL sessions 2) Begin using approved AI 3) Evangelize/ encourage experimentation	1) Continue integration/innovation of workflow 2) Participate in Admin AI Workshops	1) Develop onboarding materials/processes 2) Coordinate site "Learning Labs" 3) Participate in Admin AI Reflection Sessions
Instr. Coaches	1) Participate in PL sessions 2) Begin using approved AI tools 3) Encourage experimentation	1) Try more applications from approved AI toolkit 2) Encourage experimentation	1) Encourage experimentation
AIIM	1) Participate in AIIM Onboarding 2) Provide 2 hours a month of site support (office hours/ workshops/ etc.) 3) Select student representatives for Student AI Ambassador panel	1) Provide 2 hours a month of site support (office hours/ workshops/ etc.) 2) Participate in quarterly Implementation Support Workshops	1) Facilitate site "Learning Labs" 2) Provide 2 hours a month of site support (office hours/ workshop/ etc.) 3) Participate in quarterly Implementation Support Reflection Sessions
Teachers	1) Participate in at AI Literacy PL session in 1st Semester 2) Participate in AI Workshop session in 2nd Semester	1) Participate in AI workshop session 2) Implement AI tools and experiment with new use cases	1) Engage in site "Learning Labs" 2) Continue to strive for innovation

	3) Identify 1 AIIM member per site 4) Experiment with AI 5) Introduce AI Literacy with students		
Students	1) Learn AI Ethics and Literacy by participating in learning modules 2) Provide input to the AI initiative	1) Student AI Ambassador Panel established and provide insight to AI Task Force 2) Practice responsible use of AI tools	1) Student AI Ambassador Panel provide insights to AI Task Force 2) Practice responsible use of AI tools
Families	1) Learn about District AI Usage and Ethical Approach 2) Learn about District approved resources	1) Engage families in tasks with AI 2) Continue Ethics and Literacy learning	3) Empower families to leverage AI 4) Continue Ethics and Literacy learning

Section 3: Guiding Principles for Ethical AI Use

3.1 Data Privacy, Safety, and Security:

Ensuring the privacy, security, and ethical use of student, educator and staff data is fundamental to the district's AI policy. Adhering to all relevant federal, state, and local laws, including Family Educational Rights and Privacy Act (FERPA)², Children's Online Privacy Protection Act (COPPA)³, and Student Online Personal Information Privacy Act (SOPIPA)⁴ the district has established robust protocols for the collection, storage, and use of data associated with AI tools. These measures are designed to ensure that data is only collected when necessary for educational purposes, and only district-approved AI tools that meet stringent privacy and security standards are utilized.

Key Principles:

- **Data Privacy Compliance:** The district complies with all applicable regulations to ensure that student, educator, and staff data is handled responsibly and securely.
- **Data Security:** Advanced security measures, including encryption, access controls, and regular audits protect against unauthorized access or breaches of sensitive data.
- **Third-Party Tools:** All AI tools undergo rigorous evaluations, including security assessments, to identify and mitigate vulnerabilities before implementation

Prohibited Practices:

- Collecting or sharing personal, sensitive, or confidential data, or otherwise violating privacy rights, without explicit authorization (data sharing agreement).

- Accessing, creating, or displaying harmful or inappropriate materials, including those deemed obscene, sexually explicit, or otherwise harmful to any COJUSD user.

Internet Safety Measures:

The district ensures that all district computers and devices accessing AI tools are equipped with protection measures to block access to harmful materials. Such materials may include any content that, taken as a whole and applying contemporary statewide standards, is sexually explicit, violent, or otherwise inappropriate and lacks serious literary, artistic, historical, political, or scientific value for minors.

Personal Information:

All faculty, staff, and administrators are prohibited from entering any Personally Identifiable Information (PII)—whether related to students or colleagues—into non-district-approved AI tools or applications. In accordance with FERPA and California Education Code, student PII must only be handled within district-approved platforms.

Governance and Accountability:

- **Oversight:** The Informational Technology and Educational Services departments oversee AI implementation to ensure adherence to policies and address ethical concerns.
- **New Tool Evaluation:** Requests for district-approval of new AI tools must be submitted through the Informational Technology department's FMX Ticket System, after which the department will review the tool's capabilities and privacy policies. If a requested tool meets the ethical and security standards, the request will be passed to site administration for final approval. [Link to ticketing system](#)
- **Policy Updates:** The Superintendent or designee, with input from students, educators, and staff, regularly reviews and updates policies to enhance security and adapt to evolving technologies.
- **Ethical AI Use Training:** Staff receive ongoing training on privacy, security, and ethical considerations to foster a culture of responsible AI use.
- **System Monitoring:** Continuous monitoring ensures AI tools remain compliant with district policies and are retired securely when outdated.

By enforcing strict data privacy standards, deploying robust security protocols, and maintaining an ethical framework, the district ensures AI serves as a trusted and supportive resource for enhancing education while safeguarding the rights and well-being of all educational partners.

Scenario: Using AI for Student Recommendations

Wrong Way:

Mr. Lee, a high school teacher, needs to write a letter of recommendation for a student applying to college. To save time, he inputs the student's full name, GPA, and details about their extracurricular activities into his personal ChatGPT account to generate a draft. While the draft is quick and polished, Mr. Lee inadvertently violates district policy and risks exposing sensitive student information to a non-secure platform.

Right Way:

Mr. Lee follows the district's '**Human First**' approach. He begins by reviewing the student's resume and his own notes to draft a letter filled with specific, personal examples of the student's growth, leadership in the debate club, and commitment to mentoring peers.

With his rough draft complete, he turns to a district-approved AI tool to help him refine the language. He constructs a precise prompt using the **PTCF framework**, ensuring he doesn't input any new Personally Identifiable Information (PII):

- **Persona:** He instructs the AI to act as an expert college admissions advisor reviewing a recommendation letter.
- **Task:** He clearly defines the action: to improve the flow, word choice, and sentence structure of the provided text to maximize its impact.
- **Context:** He provides the anonymized draft and critical context: "The tone should be professional and confident, suitable for a competitive university application. It is critical that you *do not* add, change, or invent any facts. Your role is only to enhance the existing language."
- **Format:** He asks the AI to provide the revised letter, followed by a short, bulleted list explaining the key stylistic changes it made.

The AI refines the language and organization, making the letter more powerful without altering the personalized details Mr. Lee included. This approach saves time, enhances the letter's quality, and ensures full compliance with district policies by safeguarding the student's privacy

3.2 Promoting Equity and Mitigating Bias:

The equitable and unbiased use of AI tools is a priority of the district's implementation strategy. Recognizing the potential for bias in AI systems, the district is committed to proactively addressing these risks to ensure fairness and inclusivity for all students, educators, and staff. Through intentional practices, the district aims to foster an equitable and inclusive learning environment where AI tools are used ethically and responsibly.

Promoting Inclusive Learning:

To create equitable learning experiences, the district prioritizes AI tools that address the diverse needs of students, educators, and staff population. These tools are selected to support different

learning preferences, language abilities, and cultural backgrounds, ensuring all students access personalized, meaningful educational opportunities.

Key Commitments:

- Using Diverse Datasets: AI systems are trained using data that reflects the diversity of our community, minimizing bias.
- Evaluating AI Tools: Ongoing assessments identify and correct potential biases.
- Providing Bias Training: Educators, students, and staff are equipped to critically evaluate AI outputs for fairness and accuracy.

Monitoring and Educational Partners' Engagement:

AI tools are regularly monitored for evidence of bias and implement corrective actions when necessary. This process includes collaboration with students, educators, staff, and parents to incorporate diverse perspectives, ensuring AI systems serve the needs of the entire school community. By integrating these practices, the district ensures AI fosters inclusion, equity, and fairness, aligning with the mission to support every student.

Scenario: Generating a Culturally Responsive Reading List

Wrong Way:

Ms. Garcia, an ELA teacher, is designing a unit on “Influential World Authors.” To save time, she asks Gemini: “Generate a list of 20 of the most important authors in world history.” The AI produces a list that is almost entirely composed of white, male authors from Europe and North America. Without critically reviewing the list for cultural bias, Ms. Garcia uses it to create an assignment, unintentionally presenting a narrow and non-inclusive view of world literature to his students.

Right Way:

Ms. Garcia understands that AI outputs can reflect biases from their training data. After receiving the initial, homogenous list, she takes the following steps:

1. **Identify the Bias:** She immediately recognizes the lack of diversity and understands that this list does not reflect her students or the true breadth of world literature. This aligns with the district's commitment to prioritizing tools that support diverse cultural backgrounds.
2. **Refine the Prompt:** She engages the AI as a partner to correct the bias. She writes a more specific follow-up prompt: *“This list is not diverse enough. Please regenerate it to ensure female authors and authors from Africa, Asia, and Latin America are adequately represented so that this list is a distilled sample of influential literature from around the world.”*
3. **Act as the Expert Curator:** The AI produces a much more balanced and representative list. Ms. Garcia then uses her professional judgment to review and curate the final version for her students, perhaps adding an author she knows will

resonate with her specific classroom community. She remains the final decision-maker, ensuring the instructional materials align with the district's values of **equity** and **inclusion**. By taking these steps, she uses the AI tool to promote equity rather than reinforce existing biases.

3.3 Transparent, Accountable, and Responsible Use:

The District's Commitments to Transparent and Accountable AI Use:

- **Disclosure of AI Use:** The district will clearly communicate how and why AI tools are utilized, ensuring educational partners understand their role in enhancing education.
- **Accountability Mechanisms:** Regular audits, feedback channels, and educational partners' involvement will ensure AI systems remain aligned with district goals and community expectations.
- **Responsible AI Integration:** AI tools will supplement—not replace—human decision-making, keeping educators, staff, and students at the center of all educational processes.

Guidelines for Responsible Use

The district's protocols ensure that AI is used responsibly by both students and staff:

- **[AI Hub](#)** - District Approved Resources:
 - This webpage contains a list with links to all currently available district approved AI tools.
 - In addition to links to tools this Hub has links to resources and trainings to learn about effective, responsible use of AI tools.
- **Evaluation Process for New AI Tools:**
 - **Before implementing any AI tool, educators must ensure it has been vetted and approved by the district to meet safety, privacy, and equity standards.**
 - **Requests for review of new AI tools must be submitted to the IT department via the FMX ticketing system (<https://cojusd.gofmx.com/login>).**
 - **Tools are evaluated based on their ability to:**
 - Operate in a secure data environment.
 - Limit or block data resharing to ensure privacy.
 - Comply with student data privacy laws such as FERPA and COPPA.
 - Minimize inherent biases and provide safeguards for factual accuracy.
 - If a tool meets the district's security and ethical standards, then the request will be sent to the relevant administrators for final approval.

- **Parental Consent:** Parental consent will be obtained before allowing students to use AI platforms.
- **Alignment with Instruction:** AI use on assignments must align with lesson outcomes, and educators will provide guidance and oversight to ensure appropriate student use when applicable.
- **Citing AI Contributions:** Students, educators, and staff must credit AI tools used in their work, adhering to ethical and academic standards.
- **Fact-Checking:** Users should not solely rely on AI as a fact-checking tool, as AI-generated information may not always be accurate or up to date.

Scenario: Using AI for Support with the LCAP

Ms. Ramirez, a district administrator, is tasked with drafting the Local Control and Accountability Plan (LCAP). To streamline the process, she uses a district-approved AI tool to analyze data from community surveys and summarize trends. The AI identifies key areas for improvement, such as enhancing access to after-school programs and addressing disparities in technology use among students.

Here's how Ms. Ramirez ensures responsible and transparent use of AI:

Review AI Output: Ms. Ramirez carefully reviews the AI-generated summaries and insights. She cross-checks the findings with the raw survey data and her understanding of community priorities to ensure accuracy and alignment with district goals.

Collaborate with Educational Partners: During LCAP planning meetings, Ms. Ramirez transparently shares how AI was used to analyze the data. She explains its strengths, such as processing large datasets efficiently, and its limitations, like lacking the context to interpret certain nuances.

Take Ownership: Ms. Ramirez ensures that the final LCAP reflects the team's critical judgment and values, rather than relying solely on AI suggestions. The AI output serves as a tool, not a decision-maker.

Educate the Community: When presenting the LCAP to the school board and community, Ms. Ramirez includes a brief explanation of how AI supported the process, emphasizing that all final decisions were made by district leaders with input from educational partners.

Examples of Responsible AI Use:

Students:

- **Workshopping Ideas:** Using AI to facilitate the prewriting process for a research paper by prompting it to provide feedback and constructive questions on ideas the student thought of for the paper topic.
- **Citing AI Contributions:** Including AI-generated content in a project and citing the tool in the bibliography or references section.

- Study Aid: Practicing vocabulary with AI-powered tools while ensuring submitted work is their own.
- Accessibility: Utilizing AI tools to improve content comprehension, such as translation services for language barriers, speech-to-text technology for auditory students, and teacher-vetted chatbots for on-demand tutoring support.

Staff:

- Adapting Lesson Ideas: Generating lesson plans with AI tools and customizing them to meet students' needs and curriculum requirements.
- Citing AI Use: Crediting AI-generated visuals or materials in professional presentations or resources.
- Administrative Support: Using AI to create first drafts of routine documents like letters of recommendation before editing and sharing.

Prohibited Uses of AI

To ensure ethical application, the following are strictly prohibited:

Students and staff:

- Plagiarizing with AI: Submitting AI-generated work as original without acknowledgment or personal contribution.
- Harmful Content Creation: Using AI tools to generate harmful, offensive, misleading, or disruptive media.
- Violating Privacy: Using AI tools that share identifiable information
- Biased Decision-Making: Using unverified AI recommendations that do not address the diverse needs of all students.

Consequences for Misuse

Violations of these guidelines may result in:

- Revocation of Privileges: Restriction or cancellation of access to AI tools.
- Disciplinary Action: Consequences as outlined by federal, state, and/or district policies, up to and including legal action.

By adhering to these protocols, the district ensures that AI is used transparently, responsibly, and equitably, empowering students, educators, and staff while maintaining trust and accountability.

AI-Writing Detectors:

The district does not support the use of AI-writing detectors as part of any disciplinary or grading process, as these detectors are considered unreliable, easily defeated, and often biased against English language learners. We encourage an open dialogue about learning and academic integrity.

Scenario: Concerns about AI Use in Essays

Ms. Torres, a high school English teacher, notices that a student's essay appears more advanced than their usual writing. She wonders if the student used an AI tool to complete the assignment and considers using an AI-writing detector to investigate. However, she remembers that the COJUSD guidance mentions that such detectors are unreliable and not supported for disciplinary or grading purposes.

What Ms. Torres should do instead:

1. **Engage in a Conversation:** Meet with the student to discuss their writing process. She might ask, "Can you walk me through how you approached this assignment?" or "What resources did you use to develop your ideas?"
2. **Focus on Learning:** Encourage the student to reflect on their work and any tools they used. If AI played a role, Ms. Torres can discuss how it supported their learning and where they might improve their own contributions.
3. **Provide Clear Expectations:** Reinforce classroom guidelines for AI use, emphasizing that AI can be a helpful tool for brainstorming or revising but should not replace the student's voice and effort.
4. **Adapt Future Assignments:** Design assignments that prioritize the process, such as in-class drafting, peer reviews, or reflections, to ensure the work reflects authentic learning.

By taking this approach, Ms. Torres avoids relying on unreliable tools while fostering an open dialogue about learning and academic integrity.

Discussion Points for Teams:

- How can we design assignments that focus on the writing process, making it easier to assess authentic student work without relying on detectors?
- What strategies can we use to foster open conversations with students about AI tools and academic integrity?
- How do we ensure that our expectations around AI use in writing are clear, equitable, and aligned with district values?
- What additional supports or resources might students need to use AI responsibly as a learning tool?

AI Surveillance Systems and Wearables:

Usage of any AI-enabled student surveillance systems can only be done with affirmative approval by the district office. At this time, the office is not supporting the expanded use of these systems. AI-wearables such as glasses and pins are not permitted on campus. We are evaluating these technologies as they become more intertwined with everyday devices.

Scenario: AI Wearables in Class

At lunch, Alex, a middle school student, is wearing a pair of Meta Ray-Ban smart glasses.

They use the glasses to take a quick photo of the lunch menu and ask the AI to provide nutritional information. Other students notice and comment on the glasses, with some expressing frustration: “That’s not fair! I wish I had something like that.” A staff member sees the interaction and recalls the district’s policy on AI-enabled wearables.

The AI-Ready Mindset Approach:

1. **Approach with Curiosity:** Politely ask Alex about the glasses and how they’re using them. For example: “Those are interesting glasses! How do they help you?” This builds understanding and rapport.
2. **Refer to the Policy:** Explain that AI-enabled wearables are not currently permitted on campus. Say: “Our district is reviewing how devices like this can be safely and fairly used in schools. For now, we ask that you store them away during the school day.”
3. **Acknowledge Fairness Concerns:** Recognize the concerns of other students and use the moment as a teaching opportunity: “It’s important for us to make sure technology is used in ways that are fair and respectful to everyone. That’s why we have these policies in place.”
4. **Report to Administration:** Notify school administration to document the incident and discuss potential updates to policies on emerging technologies.

Discussion Points for Teams:

- How can we educate students, families, and staff about the potential risks and privacy concerns of AI-enabled wearables?
- What steps can we take to stay informed as this technology becomes more integrated into everyday devices?

Section 4: Upholding Academic Integrity and AI

AI is transforming education, offering new opportunities for creativity, personalization, and support. As AI tools advance, it’s important to rethink how we design assignments and assessments to ensure they reflect genuine learning and understanding. Our goal is to leverage AI to enhance student engagement, foster critical thinking, and encourage creativity — empowering students to use AI responsibly as a tool that complements their unique skills and potential.

To uphold Academic Integrity, Cutler-Orosi supports two approaches:

1. **Redesigning Assessments:** We are working to strengthen academic integrity and assessment reliability by providing teachers with resources and training to develop a variety of assessments. These include project-based learning, portfolios, competency-based evaluations, in-class presentations, and debates that foster creativity, critical thinking, and real-world skills. We aim to build awareness around the core elements of the learning process, helping both students and teachers appreciate the journey of learning, rather than solely focusing on outcomes. Professional development

will focus on how AI can enhance teaching practices, including effective methods for teaching writing with AI support.

2. Developing a Community Commitment: We are working to develop a Community Commitment that guides students in using AI responsibly, ensuring it aligns with the district's values and graduate outcomes. This commitment emphasizes the use of AI by both students and staff to support collaboration, critical thinking, and effective communication, while also promoting empathy and integrity in all student work. It ensures that AI use reflects our values of equity, inclusion, and kindness, fostering a respectful and innovative environment.

The RISE Framework: Respect, Integrity, Support, and Empathy:

In a world where AI capabilities are advancing at an unprecedented pace, making thoughtful and intentional decisions is more important than ever. The RISE framework—Respect, Integrity, Support, and Empathy—provides guiding questions to ensure that every choice we make aligns with our values and supports our community's growth.

RISE helps us lead with purpose and embrace AI as a partner in progress. It prepares students, educators, and leaders with the skills needed to thrive in the future—collaboration, critical thinking, empathy, adaptability, and effective communication.

By incorporating the RISE framework into our lessons, projects, and decision-making, we ensure AI is used thoughtfully and responsibly. This approach helps us navigate a rapidly changing landscape with confidence and clarity, fostering an environment where technology supports and enhances learning while human connection and creativity remain at the center of everything we do.

Pillar	Guiding Questions for Educators	Guiding Questions for Learners
Respect	Does this AI tool respect diverse perspectives and uphold the values of our learning community?	Am I respecting others by using AI responsibly and considering its impact on my peers?
Integrity	Am I setting clear guidelines for when and how AI should be used in this assignment? Is this assignment structured in a way that encourages original ideas?	Am I following my teacher's guidelines for using AI appropriately? Am I using AI to enhance my work, rather than replace my own effort?

Support	Am I using AI as a supportive tool that adds value to student learning?	Am I asking questions or seeking clarification when needed?
Empathy	Does this experience encourage students to think about the impact of their work on others?	Am I considering how my use of AI affects others?

The RISE framework can be used as a guide when designing lessons or projects that incorporate AI, offering practical questions to ensure AI is used thoughtfully and responsibly. By integrating these principles into every interaction with AI, we aim to foster an environment where technology enhances our learning and growth, rather than replaces it.

We hope departments and teams will come together to discuss how RISE can be applied in their specific contexts.

Scenario: Applying Rise in the Writing Process

An English department meets to discuss how to apply RISE principles to the use of AI in student writing. Rather than imposing strict rules, they explore guiding questions like:

- How can we ensure students use AI to support, not replace, their writing process?
- What does it look like to cite AI responsibly in student essays?
- How might AI tools be used to foster critical thinking and creativity in writing assignments?

As part of their discussion, the department collaborates to create custom AI teammates tailored to their needs. These AI models are designed to assist with tasks like generating differentiated prompts for student writing, brainstorming ideas for creative assignments, and refining assessment rubrics. By integrating these tools thoughtfully, the department enhances both lesson and assessment design, while modeling responsible AI use for students.

This collaborative process helps the department create shared expectations that align with their goals and values, empowering students to use AI responsibly and equipping educators with AI tools that complement their teaching

Sample Community Commitment:

My Commitments When Using AI:

As a member of our school community, I pledge to use AI in a way that aligns with our district's values.

- Integrity: I will use AI as a tool to support my learning. My work will always reflect my own knowledge and abilities. I promise not to use AI to misrepresent my skills or take credit for work I didn't create. If I use AI for a significant part of my work, I will make sure to acknowledge it.
- Human-First: I will use AI to help refine my own work and expand on my learning. I will make sure that AI adds value to our teamwork, respecting everyone's contributions and never letting AI replace my own or my peers' ideas.
- Critical Thinking: When using AI, I will engage thoughtfully, using AI to help me solve problems and spark new questions. I won't just take AI's responses as the answer—I will think critically about the information, check for accuracy, and add my own insights.
- Empathy and Respect: I will use AI in ways that show respect for everyone. I will make sure my use of AI fosters an inclusive environment where all voices are valued, and I will never use AI to produce or share harmful or disrespectful content.
- Excellence and Innovation: I will strive for excellence by using AI creatively and responsibly, helping myself and my community grow. I will use AI to explore new ideas while staying true to our values of Equity, Kindness, Respect, and Service.

By embracing this Community Commitment, I will grow as a critical thinker, a supportive peer, and a responsible member of my school community.

Appendix

1. [COJUSD GIFT Framework](#)
2. [Family Education Rights and Protection Act \(FERPA\)](#)
3. [Children's Online Privacy and Protection Act \(COPPA\)](#)
4. [Student Online Personal Information Protection Act \(SOPIPA\)](#)