



Ysleta ISD AI Framework & Guidance





Dear Ysleta ISD Team,

As we embark on a new school year, we stand at a pivotal moment in education. The rapid evolution of technology brings incredible opportunities to redefine learning, and Ysleta ISD is committed to leading this charge responsibly. I am thrilled to introduce our new AI Guidance and Framework, a roadmap designed to empower our educators and inspire our students.

Our mission has always been to prepare students for a changing world. Artificial Intelligence is no longer a tool of the future; it is shaping the workforce and society today. Together with our district leadership team, we have established a clear mission and vision for AI integration. This framework ensures we leverage technology to enhance creativity, critical thinking, and personalized learning while maintaining the highest standards of academic integrity and digital citizenship.

Innovation succeeds only when rooted in our shared values. This document provides the guidelines, ethical guardrails, and practical strategies needed to navigate this new landscape safely and effectively. Thank you for your dedication, agility, and commitment to excellence as we move this critical work forward together.

Innovative together,

Dr. Xavier De La Torre
Superintendent of Schools
Ysleta ISD



Foundations & Future Guidance

The Ysleta ISD is committed to ensuring artificial intelligence is integrated responsibly and effectively for our students, staff, and community. This foundational framework was developed through the leadership and dedication of the Innovation, Assessment, & Analytics department. As we look to the future, these guidelines will anchor the work of our upcoming AI Task Force - a collaborative coalition of teachers, students, parents, and administrators who will steer the district's ongoing implementation efforts.

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AI Guidance Feedback

Your input and feedback are valued as part of an ongoing approach to educate the community on artificial intelligence. All feedback will be reviewed by the Innovation, Assessment, & Analytics department and committee members as appropriate before implementation.

Form (no login required): <https://forms.gle/iq6o4F9G8z3jatxC9>

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Introduction

The Ysleta Independent School District is dedicated to equipping students with the skills and knowledge necessary for success beyond their time in our schools. We are committed to providing a high-quality education that includes access to both district and online resources, supporting personalized learning that is flexible and adaptable to the needs of every student.

As technology advances, we remain focused on preparing our students to thrive in a modern, technology-driven world. With 1:1 student device access and a robust internet infrastructure, our district supports all instructional programs and digital learning resources. As the technological landscape continues to evolve, we will ensure our students stay informed and ready to adapt to the trends and innovations that will shape their futures.



Artificial Intelligence (AI) is quickly becoming a significant part of both our educational systems and the broader global marketplace, showcasing the very latest in technological progress. For students, AI tools are increasingly integrated into online learning platforms and instructional materials, offering new ways to engage with their studies. Teachers can leverage AI to personalize learning experiences, encouraging problem-solving and critical thinking skills that are essential for future success. In the professional world, businesses are adopting AI to enhance their productivity and maintain a competitive edge in an ever-evolving economy. Parents can find reassurance in knowing that when AI is used thoughtfully in education, it holds great potential to enrich classroom learning by supporting individualized instruction and fostering deeper understanding for their children.



Purpose

This guidance aims to provide a clear framework for the use of artificial intelligence (AI), specifically generative AI, in our classrooms. Generative AI refers to advanced technology capable of producing original content, such as text, images, or audio, based on input data. As these tools become more integrated into educational settings, it is essential to understand their role in enhancing learning experiences.

While AI tools offer numerous benefits—such as personalized learning and increased efficiency—they also present risks, including concerns around data privacy, bias, and the potential for misuse. This guidance will address both the opportunities and challenges of AI in education, helping our stakeholders navigate its complexities.

Although AI offers powerful tools that can enhance educational experiences, it is critical to maintain human agency in all decision-making processes. AI should serve as a complement to, rather than a replacement for, human judgment in classrooms and administration. Teachers, staff, and administrators must retain control over educational decisions, ensuring that AI is used ethically and responsibly to support—not replace—professional expertise.

It is important to distinguish between guidance and policy. This document offers flexible guidance and non-binding recommendations that present principles and promising practices, adaptable to various contexts and updated as necessary. In contrast, policies are more permanent, undergo a formal approval process, and include mechanisms for accountability. Our existing policies, particularly those related to academic integrity and dishonesty, will continue to serve as the foundation for addressing inappropriate uses of AI in the classroom.

This guidance serves as a set of guardrails to ensure that all stakeholders—students, educators, and administrators—act as responsible digital citizens when using AI tools and platforms. It also aims to educate our community on the evolving role of AI in education, ensuring that its use aligns with our district’s mission and values.

We are committed to regularly assessing the impacts of AI in education. As technology continues to evolve, we will conduct ongoing evaluations of how AI affects student learning, privacy, and equity. This will allow us to adapt our guidance and revise it as needed to ensure that it remains relevant and responsive to the needs of our students, teachers, and the broader educational community.





What is AI?

Implications and Misconceptions

Artificial Intelligence refers to **programs or machines that simulate tasks that typically require human intelligence**. An AI system is a “machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments” (OECD, 2024). The varied definitions and applications of AI and its recent pace of development make it a challenge to regulate.



Artificial Intelligence emerges as a field of computer science, integrating concepts from mathematics, engineering,

Classical AI approaches use human-programmed rules to perform specific tasks



Machine Learning (ML) is a range of techniques whereby computers are trained to improve their performance by processing vast amounts of data. Early educational applications included intelligent tutoring systems, and later, adaptive learning.

Deep Learning is a ML technique that utilizes neural networks and algorithms inspired by how human brains learn and process information.



Large Language Models (LLMs), a product of DL techniques, are models specialized for tasks like natural language processing, text generation, and translation.

Generative AI (Gen AI) is a powerful category that includes LLMs and other models that generate text, images, videos, or music. The internal workings of Gen AI models can lack transparency and explainability, making it challenging to build trust and ensure accountability. Additional issues specific to Gen AI in education include bias, misinformation, and over-reliance on AI tools.

Artificial Intelligence (AI) refers to the ability of machines and software to perform tasks that typically require human intelligence. This includes everything from recognizing patterns in data to generating text, images, and even making predictions based on past behaviors. In the context of education, AI can enhance personalized learning, automate administrative tasks, and provide data-driven insights to support teachers.

AI is meant to complement human decision-making. It is crucial to understand both the opportunities and limitations of AI for informed integration into education.

- AI can be influenced by biased training data, potentially reinforcing inequalities.
- AI may provide misinformation from unverified sources.
- Thoughtful integration ensures AI complements human judgment and interaction.

As AI becomes increasingly integrated into education, it is essential to build literacy around its use. This includes understanding how AI works, using it responsibly, and recognizing its broader impacts. Educators and students alike must be aware of both the potential benefits and risks, from personalized learning to concerns around data privacy and bias. Developing digital competence in AI is crucial for preparing students to thrive in a future workforce where these technologies will play a central role.

AI in Education and the Workforce

Innovative teaching with and about artificial intelligence (AI) technology provides an opportunity to create equitable learning experiences. In accordance with Ysleta ISD Board Policy CQ (Legal), the district shall consider the use of next-generation technologies, which include Artificial Intelligence. We should consider leveraging the use of artificial intelligence to help prepare students to thrive in a changing labor market.

It is important to note the difference between:

“Teaching with AI”: **Using AI as a tool** for teacher support, student learning, or school management and operations. When we teach with AI, we use a set of acceptable tools within the school system. A list of district approved tools can be found later on in this guidance.

“Teaching About AI”: **Understanding how AI works**, including studying foundational concepts from computer science, data science, social studies, science, and mathematics. When we “Teach About AI”, we align to an industry approach in an effort to increase AI literacy, which may include alignment to the Technology Applications TEKS (TA TEKS) or the ISTE standards.

Learning about AI helps people make better decisions about how to use AI.

The Role of AI in Workforce Preparation

AI is rapidly transforming the workforce, making it essential for students to develop a strong understanding of its applications and impact. Professions across industries are increasingly using AI tools for tasks like data analysis, predictive modeling, automation, and personalized customer interactions.

For instance:

- **Healthcare:** AI is used in medical diagnostics, helping doctors identify diseases earlier and more accurately.
- **Finance:** AI assists with financial risk assessments, allowing institutions to make more informed lending and investment decisions.
- **Marketing:** AI helps personalize customer interactions, leading to more effective advertising campaigns and improved customer satisfaction.
- **Manufacturing:** AI is used for supply chain optimization, improving efficiency and reducing waste in production processes.

According to a World Economic Forum report, the demand for AI and machine learning specialists has grown by nearly 74% annually in recent years, reflecting the growing reliance on AI in various professions. Additionally, over 85% of organizations surveyed identify increased adoption of new and frontier technologies and broadening digital access as the trends most likely to drive transformation in their organization. Preparing students with AI skills not only enhances their digital competence but also equips them to thrive in a future where AI will play a central role in almost every sector.

POTENTIAL BENEFITS

Personalized Learning:

AI can tailor instruction to meet the individual needs of students by adjusting the pace and rigor of content to an appropriate level for the student, as well as providing immediate feedback for support.

24/7 Access to Learning Support:

AI-powered tools (e.g., tutoring systems) offer students assistance outside of classroom hours, providing continuous learning opportunities.

Data-Driven Insights:

AI can analyze student data to identify learning gaps, helping teachers target interventions more effectively.

Enhanced Accessibility:

AI tools such as speech-to-text, translation, and visual assistance improve accessibility for students with disabilities or language barriers.

Engagement and Creativity:

AI can be used to create interactive lessons or generate creative content that makes learning more engaging.

Efficient Administrative Tasks:

Automating tasks like grading, scheduling, and tracking student progress frees up time for educators to focus on instruction.

POTENTIAL RISKS

Ethical Concerns:

Concern: The use of AI in high-stakes decisions (e.g., grading or placement) raises ethical concerns about transparency and accountability.

Recommendation: Establish clear guidelines and oversight for AI use in critical decisions, ensuring human review and final say.

Action Step: Align to district policies and create a procedure for use and adoption of AI.

Support: Train staff on understanding AI outputs, identifying biases, and operate with fairness in mind.

Bias in AI Algorithms:

Concern: AI tools can perpetuate existing biases in the data they are trained on, leading to unfair or unequal outcomes.

Recommendation: Evaluate AI tool Terms of Service & Privacy Policies to determine training methods.

Action Step: Review AI outputs on a regular basis for potential biases.

Support: Provide professional development on how to review AI responses for accuracy.

Over-reliance on Technology:

Concern: Overuse of AI could reduce the importance of critical human skills like decision-making, problem-solving, and creativity in teaching.

Recommendation: Find suitable times to embed AI, while reinforcing fundamental concepts like human review and judgement.

Action Step: Plan for careful and deliberate uses of AI in the classroom for instruction.

Support: Instruct teachers & students that AI is a supplement, not replacement.

Diminished Human Interaction:

Concern: Increased use of AI in classrooms may limit face-to-face interaction between students and teachers, affecting relationships and emotional learning.

Recommendation: Prioritize in-person activities that foster direct engagement between students and teachers.

Action Step: Schedule regular small group discussions and one-on-one check-ins.

Support: Provide teachers with training on facilitating meaningful in-person interactions and discussion prompts.

Equity and Access:

Concern: Not all students may have equal access to AI tools and resources, potentially widening the digital divide.

Recommendation: Ensure equitable access for all students, including reliable internet in schools.

Action Step: Provide school-issued devices to access digital learning.

Support: Ensure timely and effective distribution of materials to all students.

Data Privacy Concerns:

Concern: AI systems require large amounts of data, which raises concerns about how student information is stored, used, and protected.

Recommendation: Adopt tools that abide by Federal, State, and Local laws.

Action Step: Create a living list of vetted AI tools.

Support: Train Students & Staff on what data should be used when prompting AI.



The Human Edge: Beyond the Algorithm

As Ysleta ISD integrates artificial intelligence into instruction and operations, the district remains committed to a human-centered approach to technology. AI can expand access to information, increase efficiency, and support innovation, but it cannot replace the uniquely human qualities that drive learning, leadership, and relationships in public education. These principles guide how AI should be used across Ysleta ISD by students and employees.

1. Creativity

- Definition: The ability to generate original ideas through free thinking, imagination, and intentional choice. Creativity extends beyond patterns or prompts, allowing individuals to produce work that reflects personal perspective and meaning. It is shaped by lived experiences and cannot be fully replicated through programmed responses.

2. Conscientiousness

- Definition: The ability to focus attention, regulate thinking, and make intentional decisions in order to do what is right and act with purpose. Conscientiousness includes self-discipline, reflection, and the ability to prioritize and persist toward meaningful goals. This capacity supports critical thinking and responsible use of tools, including AI.

3. Cognition

- Definition: The capacity to process, understand, and internalize knowledge, enabling individuals to apply learning beyond recall. Cognition involves building mental models, making connections, and adapting understanding across contexts. It reflects deep learning that goes beyond surface-level responses or generated outputs.

4. Curiosity

- Definition: An internal drive to explore, question, and seek understanding of the unknown. Curiosity motivates individuals to investigate ideas, ask questions, and pursue learning beyond what is required. It is a critical component of inquiry-based learning and continuous growth.

5. Emotion

- Definition: The ability to feel, connect, and respond to experiences, influencing motivation, relationships, and meaning-making. Emotions shape engagement and play a key role in collaboration, decision-making, and overall well-being. Human interaction and emotional awareness remain essential in learning environments.

Ultimately, these five human pillars serve as our compass. While AI can process data at incredible speeds, it lacks the conscientiousness to weigh ethical consequences or the emotion to understand community impact. Because we possess the 'Human Edge,' we carry the responsibility to steer these tools with intention. This leads us to our shared commitment to the responsible use of AI, ensuring our technology remains a safe, ethical, and productive partner in the classroom. For a visual representation of these characteristics, see the document titled [The Human Edge: Characteristics](#) in the appendix.



Responsible Use of AI

We recognize that the use of artificial intelligence (AI) technologies carries environmental impacts, including energy consumption and resource use associated with data processing. As a district, we are committed to promoting the responsible and intentional use of AI in ways that align with its educational purpose. Staff and students are expected to use AI tools thoughtfully, prioritizing meaningful learning, efficiency, and ethical practices while avoiding unnecessary or excessive use that does not support instructional goals.

The responsible use of AI in education requires all stakeholders, including students, teachers, staff, and community members, to adhere to the district's existing policies and procedures. AI should be used ethically, with a focus on enhancing, rather than undermining, academic integrity. Inappropriate use of AI tools, such as using them to complete assignments without proper credit or permission, will be addressed in alignment with district policies on academic integrity and dishonesty, and may result in consequences. The district will continue to provide guidance on the ethical use of AI in classrooms, ensuring that these tools support student learning outcomes. As part of the district's efforts to promote safe AI use, Ysleta ISD policy CQD (Local) has been adopted by the Board of Trustees. This policy ensures that all district staff receive annual training on the use of AI tools. Additionally, existing policies such as the district's technology resources guidelines, **Student Acceptable Use Agreement**, and the **Student Code of Conduct** will serve as frameworks for maintaining responsible AI use, with a focus on ensuring privacy, data security, and the proper use of digital resources.

The T.H.I.N.K. acronym provides a framework for guiding teachers and students in the responsible, ethical, and effective use of AI.

Its purpose is to build a culture of awareness and critical thinking regarding AI's role in education and beyond. It emphasizes viewing AI as a tool, fostering honesty, promoting investigation, recognizing its necessity and building knowledge for effective use.



T.H.I.N.K.

before utilizing AI in the classroom

T



TOOL

AI enhances learning, allowing teachers and students to use AI tools to refine *their work*. Teachers should reference which tools are safe and useful for students.

H



HONESTY

When we rely on AI to create artifacts or complete tasks for us, citing the AI source must be done. If we take credit for what AI has designed or accomplished, we are not being honest with ourselves or others.

I



INVESTIGATE

AI is not always correct. Teachers and students cannot simply trust that every word or piece of information it provides is accurate. We must all be diligent to ensure that the results we get from AI are factual and true. To ensure AI-produced content is factual and fair, it's crucial to cross-reference information with trusted, diverse sources, look for inconsistencies, and consider potential biases in the AI's training data.

N



NECESSARY

Understanding AI is essential for college and career readiness, empowering students to adapt, contribute, and thrive in future academic pursuits and a rapidly evolving job market.

K



KNOWLEDGE

Essential AI knowledge for both teachers and students means understanding how AI works, how to use it well by prompting it clearly, checking its answers carefully, and knowing the right and wrong ways to use it. For both teachers and students, it's vital to learn the basics of AI, how to effectively use it (like knowing how to ask it questions), and how to check if its answers are good and fair.

AI enhances classroom instruction by saving teachers time on routine tasks and allowing more focus on high-impact strategies, such as targeted practice, real-time feedback and differentiated instruction, resulting in more meaningful engagement and improved academic outcomes across all core content areas.



It's important to note that existing federal and state laws apply to the use of AI in education. Below are common Federal Laws, implications and recommendations for school districts.

Law & Description	What are some policy implications?	What can state and local authorities do?
<i>Family Educational Rights and Privacy (FERPA)</i> FERPA grants parents and students rights regarding access to and sharing of their educational records and personally identifiable information (PII).	AI tools may require the input of education records and PII to be effective. AI service providers could use this data for training purposes.	Issue guidance to help school systems properly evaluate, procure, and monitor AI tools to ensure FERPA compliance.
<i>Children's Online Privacy Protection Act (COPPA)</i> COPPA imposes restrictions on websites and online service providers that collect, use, or disclose personal information from children under 13, such as requiring parental or school consent.	With new consumer and education-focused AI tools built upon large language models, children's data may be unintentionally exposed to underlying AI model providers, who may not be directly subject to COPPA restrictions.	Reaffirm that AI tools and service providers must properly manage children's data to ensure COPPA compliance.
<i>Children's Internet Protection Act (CIPA)</i> CIPA aims to protect children from harmful online content in schools and libraries that receive federal funding for internet access.	CIPA balances online safety and access to information. With AI, this balance becomes more complex. Schools and libraries need to find ways to ensure children are protected from harmful content while also allowing access to valuable AI tools that can enhance learning.	State and local authorities can refine CIPA filtering for AI tools, develop AI usage guidelines, and advocate for CIPA updates to address the evolving needs of education in the age of artificial intelligence.

When implementing AI tools in education, it is important to take into account FERPA, COPPA, and CIPA requirements to ensure student privacy, data protection, and student safety. The items below outline key considerations for safeguarding personal information while responsibly integrating AI into educational environments.

1. Understand Data Collection and Usage

- Be aware of what data AI tools are collecting, how it is stored, and for what purpose. AI systems often rely on large datasets, which may include personal student information.
- Always review the privacy policies of AI platforms to ensure that they comply with data protection laws like **FERPA** and **COPPA**.

2. Limit Data Sharing

- Ensure that student data is not unnecessarily shared with third-party services. Limit data access to only what is essential for educational purposes.
- Implement strict data-sharing agreements that specify how and where student data can be used by AI vendors. Data-sharing agreements should minimize the amount and type of data that can be shared.

3. Secure Data Storage

- Use encryption and other security measures to protect personal data stored by AI systems. Ensure that only authorized personnel have access to sensitive information.
- Regularly audit and update security protocols to guard against breaches.

4. Parental Consent

- Obtain parental consent before collecting or using data from students under the age of 13, as required by COPPA. Ensure that parents understand what data is being collected and how it will be used. Students and parents are provided a copy of the Student Acceptable Use Agreement as part of the registration process.

5. Monitor Algorithmic Bias

- Be mindful of biases in AI algorithms that could lead to unfair treatment or outcomes for certain groups of students. Regularly assess AI tools for fairness and inclusivity to ensure that they do not perpetuate inequities.

6. Anonymize Student Data

- Whenever possible, use anonymized data to reduce the risk of exposing sensitive personal information. This can also help comply with privacy regulations while still allowing AI tools to function effectively.

7. Regular Privacy Training

- Provide ongoing training for educators, staff, and students on how to use AI responsibly and how to protect personal information when interacting with AI systems. Consider opportunities to reach larger audiences via parent nights, parent conferences, or other parent meetings.

As students begin to use AI tools and platforms it is important that they understand the expectations. Student pledges have been developed to assist teachers with this process. Teachers can review the agreements with students at the beginning of the academic year to ensure they understand their responsibilities and the expectations for using AI tools in a way that supports learning and maintains academic integrity.

[Link to KG - 5th Grade Student Pledge](#)

[Link to 6th-12th Grade Student Pledge](#)

Staff and students are prohibited from entering confidential or personally identifiable information (e.g., student names, addresses, ID numbers, grades, health information) into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

If an employee or student uses an AI system, its use must be cited and explained (i.e., “this presentation was created with the use of AI”). The following resources may be used to help cite:

- [Purdue Owl - How to Cite AI](#)
- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)



*Before utilizing AI tools, remember to **THINK** critically about the potential implications and ethical considerations, to ensure its responsible and informed usage.*



School Management and Operations

Artificial intelligence (AI) has the potential to transform the way district and campus administrators work by automating many of the time-consuming administrative tasks that they currently perform. This can free up their time so that they can focus on more strategic initiatives, such as improving student achievement and developing innovative educational programs.

Here are a few examples of how AI can be used to streamline administrative tasks:

- **Scheduling:** AI can be used to create class schedules, assign teachers to classrooms, and develop master schedules. This can be a complex and time-consuming process, but AI can do it quickly and efficiently.
- **Grading & Assessments:** AI tools can assist in evaluating essays, tests, and assignments, offering valuable time savings and promoting consistency. However, AI should only serve as a preliminary tool; final grading authority rests entirely with the teacher.
- **Communication:** AI can be used to communicate with parents, teachers, and students. This can be done through email, text message, or social media. AI can also be used to create personalized newsletters and announcements.
- **Financial management:** AI can be used to track spending, create budgets, and manage payroll. This can help administrators to make informed financial decisions and to ensure that their districts are operating efficiently.

In addition to these specific examples, AI can also be used to automate a wide range of other administrative tasks, such as:

- Processing student applications
- Tracking student attendance
- Generating reports
- Responding to parent inquiries



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Teacher & Employee Use of AI

As artificial intelligence (AI) tools become more accessible, they offer educators the potential to transform teaching practices, enhance productivity, and personalize learning. From automating administrative tasks to generating data-driven insights about student performance, AI can serve as a powerful resource for teachers. However, it is essential that AI be used responsibly, with educators maintaining control over instructional decisions and leveraging these tools to support - not replace - their professional expertise. Both teachers and students are expected to demonstrate proper citation practices when using AI, aligning with the guidelines outlined in the Responsible Use section. The following content outlines practical ways teachers can leverage AI tools in the classroom while adhering to ethical guidelines and maintaining their critical role in student learning.

AI for Individualized Learning

AI can adapt to individual learning styles and paces, creating a customized educational experience, akin to that of an Individualized Education Plan (IEP), by providing data-driven insights and personalized resources. This can be particularly beneficial for students who struggle in traditional classroom settings.

For example, if a student does not read at grade level, they may benefit from a scaffolded simplified text. AI tools can be used to create a simpler passage, while still maintaining critical vocabulary.

Accessibility Enhancement: AI can power assistive technologies that empower individuals with disabilities. Examples include:

- **Visual Impairments:** AI can convert text to speech, describe images, and even navigate physical environments.
- **Hearing Impairments:** AI can generate real-time captions, translate sign language, and provide visual cues for auditory information.
- **Cognitive Disabilities:** AI can offer simplified interfaces, provide step-by-step instructions, and offer memory aids.
- **Motor Impairments:** AI can enable voice control for devices, provide alternative input methods, and assist with mobility.

AI Tools for Classroom Engagement

AI can create interactive and engaging learning environments through tools that provide gamified learning, virtual simulations, and intelligent tutoring systems. AI-powered tutors can bring subjects to life and cater to diverse learning styles.

AI for Streamlining Administrative Tasks

AI can significantly reduce the administrative burden on teachers by automating tasks such as grading, providing feedback, attendance tracking, and lesson planning. Furthermore, AI can assist teachers in organizing and analyzing student data more efficiently, providing actionable insights into student progress and areas needing improvement. This allows teachers to spend more time on instruction and student engagement rather than repetitive tasks. Automating administrative tasks may provide more accurate data and help teachers work more efficiently, leaving more room for interaction with students and focused lesson delivery.

AI Tools for Differentiation

AI tools offer valuable opportunities for teachers to differentiate instruction and create accessible learning experiences for all students. For emergent bilingual students, AI-powered translation tools and speech-to-text technologies can support language acquisition by providing real-time translations and scaffolding for reading and writing tasks. AI tools can also simplify complex texts, making content more approachable and aligned to student reading levels, offer tailored supports such as text-to-speech features, personalized learning paths, and visual aids that enhance understanding and engagement. By using AI, teachers can ensure that instructional materials are accessible to diverse learners, fostering an inclusive classroom environment.

Ethical and Responsible Use

While AI offers many benefits, it's important for teachers and students to use these tools ethically and responsibly. AI systems may introduce concerns around data privacy, algorithmic bias, and academic integrity. Teachers must ensure that AI tools are aligned with district policies and that students understand the importance of using AI responsibly, especially in academic settings. Users, whether students or teachers, should be cautious about sharing Personally Identifiable Information, or PII, without verifying that it is safe to do so. Using district vetted tools or contacting district offices are effective ways to verify which tools may be safe to use PII with. Teachers are responsible for guiding students in the appropriate use of AI, ensuring that AI tools enhance, rather than replace, critical thinking and effort. It is also essential to select AI tools that are suitable for the students' age.

If an employee or student uses an AI system, its use must be cited and explained (i.e, "this presentation was created with the use of AI"). The following resources may be used to help cite:

- [Purdue Owl - How to Cite AI](#)
- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)



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Student Use of AI

As artificial intelligence (AI) becomes a more prominent tool in education, it is important for students to understand both its potential and its limitations. AI can support learning, spark creativity, and prepare students for a tech-driven future, but it must be used responsibly and ethically. By leveraging AI's personalized learning capabilities, students struggling academically can receive tailored support, targeted interventions, and adaptive assessments to help them catch up and thrive alongside their peers. This section outlines the key considerations for students when engaging with AI tools, ensuring they can harness these technologies effectively while remaining mindful of their responsibilities as digital citizens.

Ethical and Responsible Use of AI

- **Digital Citizenship:** Emphasize the importance of ethical behavior when using AI tools. This includes understanding the potential impacts on privacy, intellectual property, and fairness. AI Sites are responsible for also using data that they have access to and referencing where the data came from.
- **Academic Integrity:** Clarify that while AI tools can assist with research, learning, or brainstorming, students must not misuse these tools for dishonest purposes, such as having AI complete assignments or assessments on their behalf.
- **Transparency:** Encourage students to acknowledge when they use AI in their work and to ensure that their use of AI complements, rather than replaces, their learning efforts.
- **Citations:** Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
 - [Purdue Owl - How to Cite AI](#)
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)

Understanding AI's Limitations

- **Critical Evaluation:** Teach students to critically assess AI-generated content. AI outputs are only as reliable as the data and algorithms behind them, and students need to recognize that AI may not always provide accurate or unbiased information. AI is also prone to answering questions in a robotic and non-personable manner.
- **Bias in AI:** Instruct students on how AI systems can perpetuate existing biases in data, leading to biased outcomes. Encourage students to reflect on this and consider how such biases might affect their work or learning experiences.

AI as a Learning Tool

- **Enhancing Learning:** Highlight how AI can be used to personalize learning, offering tailored resources, adaptive assessments, and automated feedback that can help students work at their own pace and strengthen areas of weakness.
- **Creativity and Innovation:** Encourage students to use AI to explore creative projects, solve complex problems, or generate new ideas. AI can support innovation in various subjects such as art, science, and technology.

Collaboration with AI

- **Partnership, Not Replacement:** Stress the idea that AI is a tool to support their learning and productivity, but not to replace their critical thinking or problem-solving skills. Human oversight and judgment are always necessary.
- **Collaboration and Communication:** Encourage students to use AI tools collaboratively, to brainstorm ideas or assist in research, but always as a complement to peer collaboration and teacher support.
- **Moderation, Not Over-Reliance:** Advise students against becoming overly dependent on AI, emphasizing that while it can be a valuable aid, it should not hinder the development of their independent learning abilities, critical thinking, and problem-solving skills.

Privacy and Data Protection

- **Protecting Personal Information:** Inform students about the importance of protecting their personal data when using AI tools, especially those that require input of personal information or interaction with external platforms.
- **Understanding Data Use:** Teach students to be aware of how their data is used by AI platforms, and the potential risks of sharing information with AI systems.
- **Shared Responsibility:** The district has compiled a list of vetted AI tools that are allowable for staff or students, depending on their age band. These tools either have data-sharing agreements with the district or have Terms of Service/Privacy Policies that are adequate for K-12 environments.

Lifelong Learning and Adaptability

- **Future-Proofing Skills:** Emphasize the role of AI in preparing students for the future workforce by developing their digital literacy and adaptability. Teach them how to keep pace with AI advancements and continue learning how to use emerging technologies effectively.



Legal and Policy Compliance

- **Adherence to School Policies:** Reinforce that students must comply with all existing school policies on technology use, including AI. Remind them that misuse of AI in ways that violate academic integrity or privacy laws will have consequences. You can reference the [Ysleta ISD Student Acceptable Use Agreement](#) here.
- **AI in the classroom:** If applicable, clarify how and when AI can be used in assessments or projects, and outline any restrictions that may apply. Teachers should utilize the rubrics below to set expectations for students regarding levels of AI use and the responsibilities associated with each level.
 - [AI in the PK-12 Classroom: Standard Levels of Use](#)
 - [AI in the PK-12 Classroom: Instructional and Learning Examples](#)



*Before utilizing AI tools, remember to **THINK** critically about the potential implications and ethical considerations, to ensure its responsible and informed usage.*



Types of AI and Recommended Tools

In Ysleta ISD, we prioritize providing resources that are safe and suitable for students and staff. These tools are optimized for educational purposes, with thoroughly reviewed Terms of Service and Privacy Policy statements.

Artificial intelligence (AI) is a dynamic and rapidly evolving field of computer science that explores the development of systems capable of performing tasks traditionally requiring human intelligence, such as problem-solving, decision-making, language understanding, and perceptual recognition. From virtual assistants and recommendation algorithms to autonomous vehicles and medical diagnostics, AI technologies continue to revolutionize industries and reshape the way we interact with machines and information. AI tools can be broadly classified into 3 major categories:

Narrow AI: An AI platform that can perform certain tasks but does not take the data and expand on it.

- Generative AI
- Item Recognition
- Voice Assistants

Reactive Machine AI: An AI platform that responds based on user input. Uses patterns to suggest and recommend next steps.

- Social media algorithms
- Streaming platform recommendations
- Computer opponents

Limited memory AI: An AI platform that takes your data and inputs, stores them and learns from that input.

- Chatbots
- Self-driving cars

Acceptable Tools & Platforms

To prioritize the safety of students and all stakeholders, we have curated a selection of tools that adhere to current federal, local, and state data standards.

The list is linked below. Each entry features the respective type of AI, a direct link to the resource, and a description of its intended use. Additionally, the list includes links to the Terms of Service and Privacy Policy for each tool, ensuring transparency and compliance.

As responsible digital citizens, it's our duty to promote and utilize these evaluated tools. Therefore, we strongly recommend that all staff members exclusively use and advocate for the tools listed below to ensure the security of our digital environment.

[Acceptable AI Tools List](#) (YISD login required)

This list will be regularly updated; however, we encourage educators to submit new tools for review. The Innovation, Assessment, & Analytics department is dedicated to evaluating tools based on their data handling and privacy protection measures. If approved, these tools will be added to the list.

When considering other tools, educators can use this checklist created by the TCEA organization to assess its suitability. If all "Yes" criteria are met, the tool is aligned to the needs of the classroom and follows safety guidelines.

Assessing AI for Classroom Use Checklist

To submit a tool for review, please utilize the following link: <https://bit.ly/yisdaitoolsrev>. (YISD login required)

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

It is crucial to remember that AI tools are powerful and should be used responsibly and ethically. All staff and students are expected to adhere to the district's acceptable use policies and ensure that their use of AI aligns with principles of fairness, transparency, and accountability. Avoid generating or disseminating content that is biased, discriminatory, inaccurate, or violates intellectual property rights. Always consider the potential impact of AI-generated content and strive to use these tools to enhance learning and productivity in a positive and constructive manner.

Community Resources

Artificial intelligence (AI) and AI-powered tools have become increasingly common in daily life. From cell phones with built-in voice assistants like Siri and Google that respond to spoken commands, to email systems like Outlook and Gmail that offer predictive capabilities within email composition and quick replies, AI is transforming various aspects of our lives. Websites and other tools increasingly rely on diverse AI models and abilities to enhance the user experience. Given the growing prevalence of AI tools, it is crucial to understand how AI tools handle the data and how we can effectively utilize them in education.

Our guidance previously highlighted the importance of staff solely utilizing and advocating for thoroughly reviewed tools. These recommended tools aim to elevate academic achievements across the student body, granting educators the opportunity to enhance their productivity and, consequently, their ability to provide differentiated instruction. However, it's crucial to remember that these tools should be used in conjunction with a human-centered approach, with staff members or students remaining the primary drivers. Common applications of AI tools in education include image and content generators, grammar and writing assistants, and advanced search capabilities within chatbots.

When assessing AI tools, it is important to evaluate not only the content's safety but also the privacy policy and terms of service. A well-designed platform should include both privacy and terms sections that clearly outline the following:

- Intended age range of users
- Data collection practices (if any), including specific examples of data collected like email, names, or advertising profiles
- How collected data is utilized, noting that some AI tools may use it to train their models
- Measures in place to protect user data
- Any potential biases associated with the tool

To help evaluate online tools safely, several organizations, such as Common Sense, offer tools and guidance. The provided links lead to some of their resources, but many others are available to assist in finding safe tools.

Here are some links to helpful resources:

- **Common Sense Privacy Page:** <https://privacy.commonsense.org/>
- **Common Sense AI Initiative:** <https://www.commonsensemedia.org/ai>



Appendix & Resources

The information below is a collection of links throughout the document, as well as credits for various resources.

Multiple AI tools were used to refine this guidance, including: ChatGPT, Gemini, and Claude. AI tools were primarily used to transform initial concepts into draft sentences for further refinement.

AI Guidance for Schools Toolkit	See citation.
Common Sense AI Initiative	https://commonsensemedia.org/ai
Common Sense Privacy Page	https://privacy.commonsense.org
YISD Acceptable AI Tools List	Acceptable AI Tools List (YISD Login Required)
YISD Education AI Tools Review Form	Review Form
World Economic Forum	https://reports.weforum.org/docs/WEF_Future_of_Jobs_Report_2025.pdf

Citations:

This framework & guidance was created using the TeachAI toolkit, with adaptations for the Ysleta Independent School District.

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [October 2024].

"OMNI-AI Alliance — the Learning Counsel." The Learning Counsel, 2026, thelearningcounsel.com/pages/omni-ai-alliance/. [Apr. 2026].

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

The resources below are PDFs of the graphics, charts, and documentation found in the appendix.

<u>THINK Graphic</u>
<u>Evolution of Artificial Intelligence</u>
<u>Student Acceptable Use Agreement</u>
<u>Student Pledge K-5</u>
<u>Student Pledge 6-12</u>
<u>AI in the PK-12 Classroom: Standard Levels of Use</u>
<u>AI in the PK-12 Classroom: Instructional & Learning Examples</u>



T.H.I.N.K.

before utilizing AI in the classroom

T



TOOL

AI enhances learning, allowing teachers and students to use AI tools to refine *their work*. Teachers should reference which tools are safe and useful for students.

H



HONESTY

When we rely on AI to create artifacts or complete tasks for us, citing the AI source must be done. If we take credit for what AI has designed or accomplished, we are not being honest with ourselves or others.

I



INVESTIGATE

AI is not always correct. Teachers and students cannot simply trust that every word or piece of information it provides is accurate. We must all be diligent to ensure that the results we get from AI are factual and true. To ensure AI-produced content is factual and fair, it's crucial to cross-reference information with trusted, diverse sources, look for inconsistencies, and consider potential biases in the AI's training data.

N



NECESSARY

Understanding AI is essential for college and career readiness, empowering students to adapt, contribute, and thrive in future academic pursuits and a rapidly evolving job market.

K



KNOWLEDGE

Essential AI knowledge for both teachers and students means understanding how AI works, how to use it well by prompting it clearly, checking its answers carefully, and knowing the right and wrong ways to use it. For both teachers and students, it's vital to learn the basics of AI, how to effectively use it (like knowing how to ask it questions), and how to check if its answers are good and fair.

AI enhances classroom instruction by saving teachers time on routine tasks and allowing more focus on high-impact strategies, such as targeted practice, real-time feedback and differentiated instruction, resulting in more meaningful engagement and improved academic outcomes across all core content areas.



Evolution of Artificial Intelligence

Artificial Intelligence refers to **programs or machines that simulate tasks that typically require human intelligence**. An AI system is a “machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments” (OECD, 2024). The varied definitions and applications of AI and its recent pace of development make it a challenge to regulate.



Artificial Intelligence emerges as a field of computer science, integrating concepts from mathematics, engineering, and psychology.

Classical AI approaches use human-programmed rules to perform specific tasks



Machine Learning (ML) is a range of techniques whereby computers are trained to improve their performance by processing vast amounts of data. Early educational applications included intelligent tutoring systems, and later, adaptive learning.

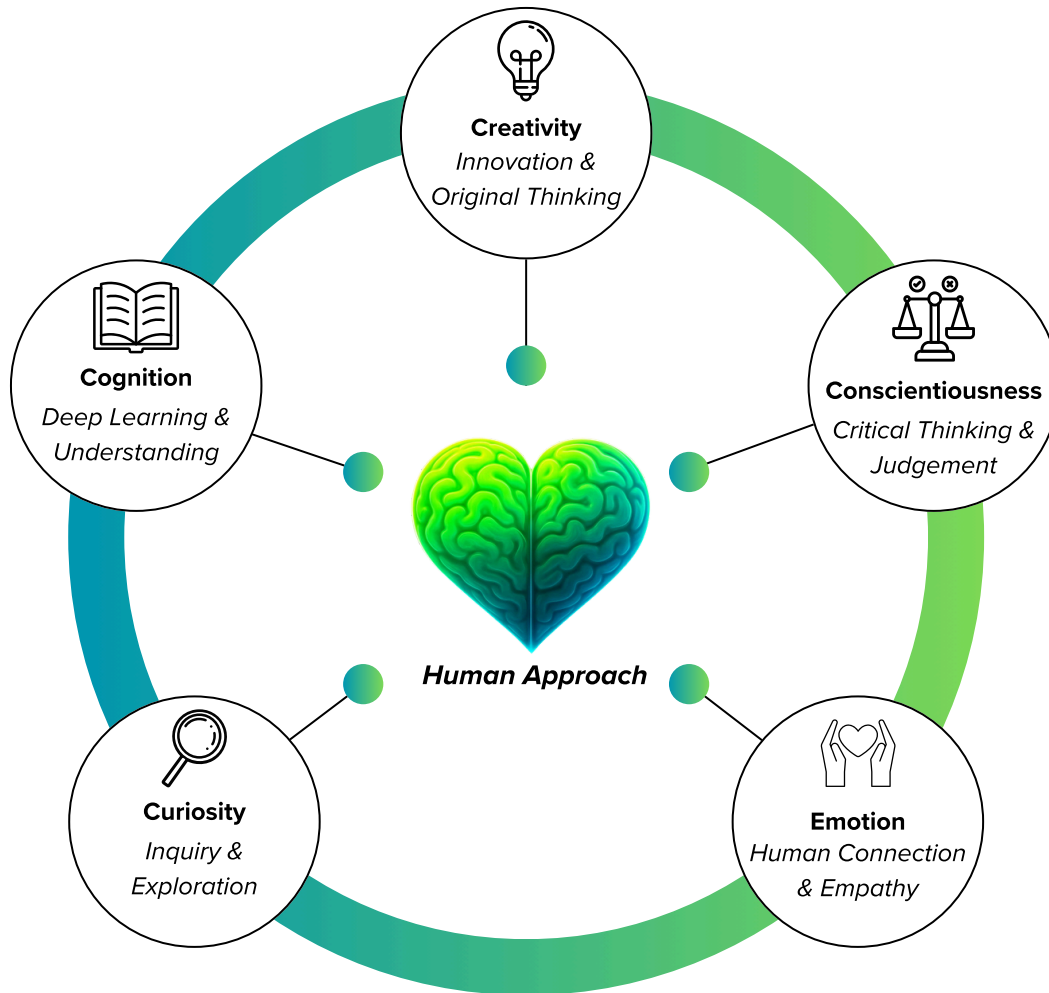
Deep Learning is a ML technique that utilizes neural networks and algorithms inspired by how human brains learn and process information.



Large Language Models (LLMs), a product of DL techniques, are models specialized for tasks like natural language processing, text generation, and translation.

Generative AI (Gen AI) is a powerful category that includes LLMs and other models that generate text, images, videos, or music. The internal workings of Gen AI models can lack transparency and explainability, making it challenging to build trust and ensure accountability. Additional issues specific to Gen AI in education include bias, misinformation, and over-reliance on AI tools.

The Human Edge: Characteristics



The Classroom Connection:

Creativity: Students demonstrate creativity when they approach problems in unique ways, design original products, or express ideas that go beyond given examples.

Conscientiousness: Students use conscientiousness when they persist through challenges, think critically about their work, and intentionally improve based on feedback.

Cognition: Students show cognition when they make connections, transfer knowledge to new situations, and demonstrate deep understanding rather than memorization.

Curiosity: Curiosity is evident when students ask questions, seek deeper understanding, and show interest in learning beyond what is required.

Emotion: Students rely on emotional awareness when they collaborate, build relationships, stay motivated, and engage meaningfully in learning.

STUDENT ACCEPTABLE USE AGREEMENT FOR INTERNET ACCESS

Internet access is available to students, teachers, and administrators of the Ysleta Independent School District. Since it is a constantly changing, fluid environment, school librarians and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify content appropriate to their age and developmental levels, and to evaluate and use information to meet educational goals. We promote educational excellence in the Ysleta Independent School District by facilitating resource sharing, innovation, and communication. Access to Ysleta's digital resources, including the Internet and artificial intelligence (AI) tools, shall be made available to students, parents, and employees. All use of artificial intelligence tools shall be subject to the oversight of district personnel. Use must align with district-approved tools, comply with privacy and data protection laws (Including FERPA, and COPPA), and support - not replace - student and staff decision-making. Access to the network is a privilege, not a right. Any person using these resources through a district connection must accept and abide by YISD Board Policy CQ (Technology Resources); CQD (Artificial Intelligence); EIA (Academic Achievement) as well as the sections of the Student Code of Conduct that address academic dishonesty, including cheating and plagiarism; DIA, FFH, and FFI policy series (addressing any discrimination, harassment, retaliation and bullying with or without the use of AI to create fake videos, images social media posts or other misused content); as well as the following regulations:

1. Students may not share or allow anyone else to use their personal password.
2. Students must respect the rights of other individuals and not use language that is abusive (harshly or coarsely insulting, containing cursing in any language, or ethnic or racial slurs), profane (vulgar, irreverent toward God or sacred things, satanic), sexually offensive (sexual in nature, repugnant to the moral sense or good taste, sexual harassment), or threatening.
3. No one may access text or visual depictions (any picture, image, graphic image file, or other visual depiction) that are obscene and/or harmful to minors (appeals to a prurient interest; an actual or simulated sexual act or contact; and lacks serious literary, artistic, political, or scientific value).
4. Students may not access or participate in chat rooms at any time. If the curriculum mandates the use of a supervised chat room, chat rooms may be allowed if the chat room is monitored online by a third party and if the students are under close supervision of the instructor.
5. Students may access only district-approved applications, artificial intelligence tools, and educational games approved by a campus or district professional staff member. AI tools must not be used to generate assignments or responses unless specifically allowed by the classroom teacher, and in accordance with district policies on academic integrity.
6. Students must respect the privacy of others and not intentionally obtain copies of or modify files, passwords, or data that belong to others. No one should represent himself or herself as someone else by using another's account. No one should forward personal material without prior consent of the originator. Students must not input any personally identifiable (PII), health records, photos, or sensitive data into AI platforms. AI tools that collect user input must be vetted and approved by the district to ensure data protection.

STUDENT ACCEPTABLE USE AGREEMENT FOR INTERNET ACCESS

7. Email transmissions and other use of the electronic communication system are not private and must be monitored by designated district staff to ensure appropriate use. Transmitting obscene messages or pictures is prohibited. Any use of AI tools to produce harmful, biased, discriminatory, or harassing content is strictly prohibited and subject to disciplinary and potential legal consequences. Any illegal activities associated with the use of email or AI-generated content will be reported to administration and police.
8. For the safety and privacy of the student, no student information in any form except directory information will be posted on the internet or social media without parental permission.
9. Students must respect the integrity of computing systems and abide by existing federal and state laws regarding electronic communication. This includes accessing secure and/or confidential information such as but not limited to grades, attendance, and demographic information stored on YISD information systems without authorization, divulging passwords, causing system malfunction, developing programs that harass other users or attempting to infiltrate a computer or computing system, maliciously harming or destroying district equipment, materials, or data, and deliberately degrading or disrupting system performance. These actions may be viewed as violations of district policy and administrative regulations and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses, Trojan programs, worms, accessing indecent information, and the misuse of AI tools to generate false or misleading content.
10. Students must respect the legal protection provided by copyright laws to computer programs, articles, graphics, and data. (See policies on copyright: CY Legal/Local and CY-Reg). Students are prohibited from using AI tools to create or submit misrepresented, plagiarized or fabricated academic content. Use of AI-generated material must be clearly acknowledged and cited.
11. All users acknowledge that any use of AI tools within the district network or on district devices may be monitored, audited, and restricted in accordance with district policy.
12. Any expense incurred as a result of Internet or AI tool use is the responsibility of the student/parents.
13. Access to the Internet and AI tools is considered a privilege. Users should not waste school resources through improper use of the systems. Any student found using access in a way deemed inappropriate will be denied privileges. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with Board policy and the Student Code of Conduct.
14. Administrator access/passwords for computer systems can only be obtained from TIS.

Legal & Disciplinary Consequences

Violations of applicable federal and state laws and YISD Board Policy regarding electronic communication, cybersecurity, and digital misconduct may result in disciplinary action as outlined in the Student Code of Conduct and could be subject to legal consequences under relevant statutes.



Student Pledge for Responsible Artificial Intelligence (AI) Use (KG - 5th Grade)

(Insert Campus Name)

Student Name: _____ Student ID: _____ Grade: _____

I promise to use Artificial Intelligence (AI) tools responsibly and safely in school.

1. I understand that AI is not a real person.

- I will reach out to an adult if I feel upset, worried, or I need someone to talk to.

2. I will use AI to grow as a learner and not to take shortcuts.

- I understand that AI can help me, but I will only use it when my teacher says it's okay.
- I want to be proud of my own learning and progress.

3. I will use AI in a kind and respectful way.

- I will not use AI to say or do anything mean, harmful, or inappropriate.

4. I will be honest about when I use AI.

- If AI helps me with something, I will tell my teacher.
- I will cite the use of AI in my work.

5. I will think carefully about what AI tells me.

- If AI gives me an answer, I will make sure it's correct.

6. I will not use AI to share personal information.

- I understand that it's not safe to give AI any personal or private information.

7. I will follow the school rules about using AI.

- I will always listen to my teacher about when and how to use AI tools.

By signing below, I promise to follow these rules and use AI tools responsibly.

Student Name

Date

Parent Signature

Date



Student Pledge for Responsible Artificial Intelligence (AI) Use (6th - 12th Grade)

(Insert Campus Name)

Student Name: _____ Student ID: _____ Grade: _____

I agree to the following principles when using Artificial Intelligence (AI) tools in school.

1. Accountability

- I will use AI responsibly and accept any consequences for misusing it, as stated in the school's academic integrity policy.
- I will not rely on AI to do my work and will always check its output to ensure accuracy and alignment with my ideas.

2. Transparency

- I will be transparent about when I use AI and acknowledge its role in my work when necessary.
- I will not present AI-generated content as my own original work.

3. Honesty

- I will not use AI tools to cheat, plagiarize, or submit work fully created by AI as my own.
- I will be truthful about AI's assistance in completing assignments and projects.

4. Integrity

- I will use AI ethically, respecting the school's rules and teacher's guidelines on when and how to use AI.
- I will not use AI in ways that could harm others, and I will avoid sharing personal or sensitive information with AI tools.

5. Responsibility

- I will make responsible choices in using AI tools to support my learning and personal growth.
- If I am unsure about the acceptable use of AI, I will ask my teacher for guidance.
- I understand that AI is not a real person. I will reach out to a trusted adult if I feel upset, worried, or need someone to talk to.

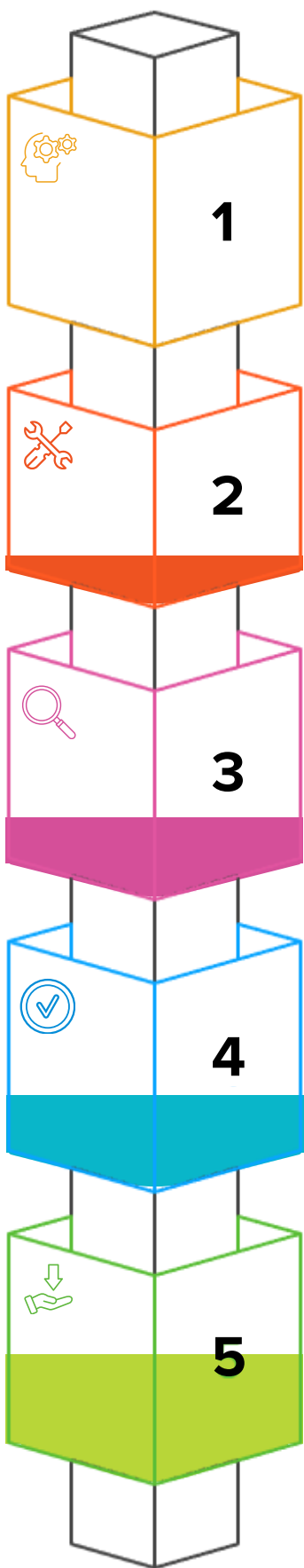
I confirm that I have read and comprehended this pledge and commit to upholding its principles. I am aware that inappropriate use will result in consequences as outlined in the District's Student Code of Conduct.

Student Name

Date

AI in the PK-12 Classroom

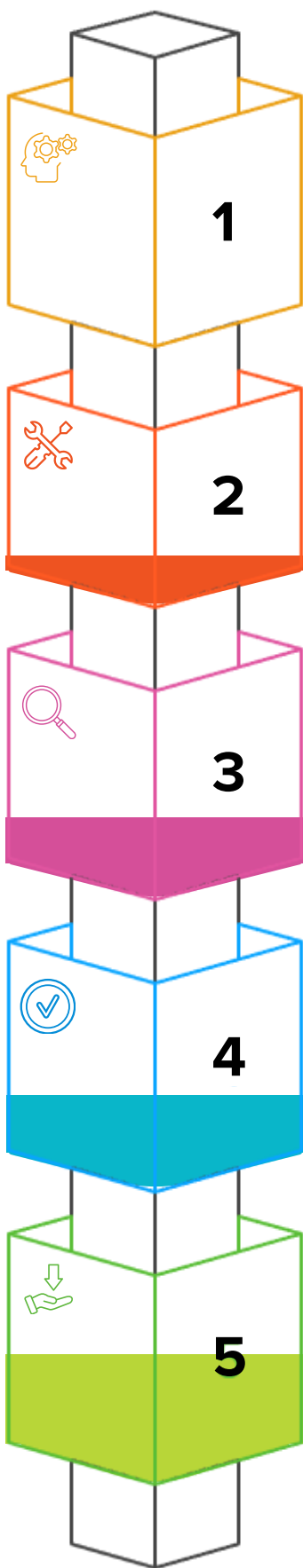
Standard Levels of Use



Description	Teacher Look-Fors	Student Expectations
No AI Use Students complete the task without digital or generative assistance.	Final product shows only the student's unique voice, handwriting, or manual work.	Students will rely solely on their own knowledge and skills for the entire assignment.
AI for Generating Ideas AI is used only for brainstorming or outlining; it cannot be used in the creation of the final product.	Student work is clearly distinct from any initial AI-generated prompts or lists.	Students can use AI to generate initial concepts but must draft all final content themselves.
AI for Editing AI acts as a starting point or editor, but there is substantial student revision and personalization.	Clear distinction between AI inputs and the student's personalized edits.	Students will modify and personalize AI-suggested text until the final work reflects their own voice.
AI for Collaborating AI and student co-develop parts of the work to align with specific goals.	Student documentation of how AI input was verified, refined, and integrated.	Students will transparently incorporate AI contributions while adding original analysis and depth.
AI for Creating AI serves as a creative partner for high-level content generation and enhancement.	A provided rationale for AI use and a formal citation of the specific AI tool(s) used.	Students can use AI to generate and enhance ideas, provided original thought and proper citations are evident.

AI in the PK-12 Classroom

Instructional & Learning Examples



Teacher Use Examples (Instructional Prep)	Student Use Examples (I can...)
No AI Use I will design tasks that require students to use only their prior knowledge or physical classroom resources.	I can complete this task using my own thoughts and the materials provided in class without digital assistance.
AI for Generating Ideas I can use AI to brainstorm diverse “hook” activities, creative writing prompts, or real-world connections for a new unit.	I can use AI to help me get unstuck by asking for three different topics or angles I could write about.
AI for Editing I can use AI to simplify a complex text for different reading levels or generate sentence starters for a specific assignment.	I can use AI to provide a sentence starter or an outline to help me organize my original thoughts.
AI for Collaborating I can use AI to help me draft a rubric, create a study guide based on my lesson notes, or develop practice quiz questions.	I can use AI as a feedback partner to check my draft for clarity or suggest ways to make my arguments stronger.
AI for Creating I can use AI to generate custom images, slide deck outlines, or script templates to enhance my instructional materials.	I can use AI to help produce a final project, like a podcast script, an image, a video or a visual aid, while ensuring the core content is my own.