

# Waterford Union High School

## Artificial Intelligence (AI)

### Guidelines



*Photo created using GenAI*

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### Introduction to the Generative AI Guidelines

#### What is Generative AI (GenAI)?

GenAI refers to tools and platforms that produce content, including text, images, audio, and code, based on user prompts. While the concept of AI dates back to the 1950s, public-facing GenAI tools became widely accessible between 2022 and 2023 and are now increasingly integrated into educational platforms.

#### Why WUHS is Embracing AI?

Waterford Union High School (WUHS) is committed to clear, consistent standards for Artificial Intelligence (AI).

AI is shaping new ways of both teaching and learning. When used thoughtfully and intentionally, it can strengthen instruction, feedback, and student support. These guidelines outline responsible use of Generative Artificial Intelligence (GenAI) within WUHS, aligning with Board policy and our commitment to preparing students for College or Career, and Life.

Our thoughtful implementation to ensure students are College or Career and Life Ready emphasizes:

- **Enhancing Learning:** Leveraging AI to support a more personalized and effective educational experience while staying committed to the Board approved curriculum and standards.
- **Enhancing Instruction:** AI is a supportive tool to personalize and strengthen instruction. AI supplements — does not replace — our curriculum, standards, and the important role of teachers. It helps enhance instruction while keeping our commitment to high-quality teaching and learning.

- **Supporting Future Ready Skills:** Cultivating the problem-solving, critical thinking, and digital citizenship skills necessary for a future shaped by AI.
- **Utilizing Human-AI-Human Approach:** Using AI to enhance, not replace, human judgment, problem-solving, creativity, and meaningful decision-making.

As GenAI capability and accessibility **evolve** rapidly, these guidelines will be reviewed and refined.

- **Commitment to Review:** The use of generative AI tools should include a plan for regular reviewing and updating. WUHS is committed to this regular review process to reflect emerging technologies and classroom realities.
- **Document Sharing:** This document should be handled the same way we handle items such as the dress code, Academic Honesty Policy, and Responsible Use Policy within the building.

## **Instructional Use of Artificial Intelligence**

### **Purposeful Integration with Curriculum**

Generative AI is used as a tool to support teacher effectiveness and instructional efficiency, particularly for individualization. It does not replace curricular decisions or professional judgment, but enhances the materials and strategies used to better meet the needs of current students.

### **Artificial Intelligence Ethics - Staff Guidelines**

Artificial Intelligence (AI) at WUHS is used to support teaching and learning, not replace it. Adults model responsible and ethical AI use by protecting student information, and ensuring AI enhances instruction. Students are taught how to use AI thoughtfully and responsibly, with attention to ethics, accuracy, and academic integrity. To provide clarity and consistency for students, content-area PLC teachers will follow a shared approach regarding student use of AI during common learning activities. Ongoing professional

development ensures staff have the guidance and support needed to use AI confidently and effectively in ways that align with district values and instructional goals.

## **Privacy & Security**

When using AI tools, always protect personal and private information. Personally Identifiable Information (PII) should not be entered into AI tools, online forms, or websites. PII may include last names, home addresses, phone numbers, email addresses, family details, and photos. Staff should never enter information that could identify a student into an AI tool.

## **Pedagogical Integrity**

AI should support, not replace, the curriculum or human instruction. Teachers may use AI to support/adjust lessons only when it aligns with the Board approved curriculum and subsequent learning goals, improves access or engagement, or adds meaningful value to instruction.

## **Responsible Use**

Current School Board Policies

- [Artificial Intelligence Policy](#)
- [Academic Honesty Policy](#)

## **Core Policies for Responsible Use**

### **Academic Integrity and Citation**

Conversations about academic integrity are ongoing; digital homework help has been around for a long time. These should be regular conversations integrated into coursework.

### **Clarity around use of AI:**

- Staff should note on all student facing materials whether or not AI was used in its creation.

<b>Code</b>	<b>Definition</b>	<b>Explanation</b>
<b>No Notation</b>	No AI used	The work is entirely original and produced without the assistance of generative AI tools.
<b>A1</b>	<ol style="list-style-type: none"> <li>1. Human prompt</li> <li>2. Edited by AI</li> <li>3. Human confirmed/edited</li> </ol>	The teacher created the initial draft or idea. AI was used for refining, proofreading, or restructuring. The teacher reviewed and finalized the output.
<b>A2</b>	<ol style="list-style-type: none"> <li>1. Human prompt</li> <li>2. AI generated</li> <li>3. Human confirmed/edited</li> </ol>	The teacher created the prompt. AI generated the primary content. The teacher reviewed the content for accuracy and relevance, and edited if necessary.

- Staff should clearly state whether or not AI may be used on an assignment, learning activity, etc.
  - Student failure to follow a teacher’s expectations around use of AI in a learning activity may result in a violation of the Academic Honesty policy.

<b>Expectation</b>	<b>Definition</b>	<b>Statement</b>
<b>No AI</b>	The student does the work without the use of any AI tools.	“I did this independently from start to finish.”
<b>AI Refined</b>	The student does all the initial work, then AI is used to provide feedback to assist with editing or corrections. The student acknowledges edits and what was learned.	“I did this and used AI to receive feedback and refine the final product.”

<b>AI Co-Created</b>	The student uses AI to generate ideas, establish an approach, or to complete a portion of the task. Student justifies/explains process and output.	"I used AI to collaborate as a partner on the process and product."
<b>AI Driven</b>	The student uses AI to complete the task or create substantial portions of the final product. Then, the student critiques/analyzes the AI output.	"I prompted AI to do this for me, and I refined or analyzed the AI's product."

(Adopted from Tony Frontier)

- **Mandatory Citation:** Students must clearly and properly cite all GenAI tools used, as directed by their teacher. Failure to cite AI will be considered a violation of the Academic Honesty Policy.
- **Problem-Solving and Critical Thinking:** Students must exercise problem-solving and critical thinking when evaluating AI-generated content, as GenAI can produce biased, inaccurate, or nonsensical information.

**Digital Well-Being**

Use AI in moderation, ensuring it does not replace real relationships or social-emotional learning. Always consider how AI might affect student attention, mental health, and the balance between screen time and human connection.

**Reporting Concerns**

- Report any inappropriate use of AI by students, including bias, misinformation, or violations of school policies, to your building administrator. Do not rely solely on AI detectors, as they are not always accurate. Instead, focus on evidence of student learning to guide your response and decision-making.

## **Artificial Intelligence Ethics - Student Guidelines**

### **Keep Your Information Private**

Never use AI tools to share your full name, address, phone number, or any other personal information. Do not share private details about your friends, classmates, or teachers. If an AI tool ever asks for personal information, stop using it right away and tell a trusted adult.

### **Use AI as a Learning Tool**

AI can be a great tool to help you explore new ideas or understand difficult topics, but it should not be used to copy work or get full answers for your assignments as referenced in our Academic Honesty expectations. Do not skip your own thinking—AI is here to help, not do the work for you. If you are unsure how to use AI in your class, ask your teacher for guidance on how to use AI safely and responsibly.

### **Balance Technology use**

Do not rely on AI all the time; balance it with real conversations, hands-on activities, and time away from screens. Too much screen time can affect how you feel, think, and focus. Technology can be amazing, but so are books, friends, enjoying the outdoors, and connecting with others in real life.

### **Speak Up If Something Feels Off**

If an AI tool says something weird, wrong, or that makes you feel uncomfortable, tell a teacher, parent/guardian, or trusted adult right away. Never use AI to hurt others, cheat, or break school rules. Be honest, curious, and careful as you learn and use AI.

### **Permitted Use of AI on Learning Activities**

Waterford Union High School Staff will clearly communicate the appropriate level of AI use on any learning activity.

Failure to follow teachers' expectations around use of AI in a learning activity may result in a violation of the Academic Honesty policy.

Expectation	Definition	Example(s)
<b>No AI</b>	"I did this independently from start to finish."	<ol style="list-style-type: none"> <li>1. Solving a math problem set with written explanation.</li> <li>2. Pre-writing, outlining, and drafting a personal narrative.</li> <li>3. Data collection, analysis, and written synthesis for a science lab.</li> </ol>
<b>AI Refined</b>	"I did this and used AI to receive feedback and refine the final product."	<ol style="list-style-type: none"> <li>1. Checking math solutions with AI; revising with "I used to think, now I know..."</li> <li>2. Using AI to review tone, grammar, and sentence structure in your essay.</li> </ol>
<b>AI Co-Created</b>	"I used AI to collaborate as a partner on the process and product."	<ol style="list-style-type: none"> <li>1. Free-writing first, then prompting AI to organize ideas into a 5-paragraph outline.</li> <li>2. Organizing data yourself, then asking AI to create a labeled table for a lab report.</li> </ol>
<b>AI Driven</b>	"I prompted AI to do this for me, and I refined or analyzed the AI's product."	<ol style="list-style-type: none"> <li>1. Generating a synthetic podcast on two short stories read for class, then critiquing for factual errors or analyzing for accuracy.</li> <li>2. Prompting AI to generate logo concepts, then selecting the best design by critiquing against design criteria and justifying your selection.</li> </ol>

(Adopted from Tony Frontier)

## Mnemonic for Students: “TAPE Method”

This is an easy-to-remember graphic about the responsible use of GenAI.

**T****RANS****P****A****R****E****N****C****I****E****N****C****I****E****S**  
Be open and honest about when and how GenAI informed your work by using citations, appendices, screenshots, etc

**A****C****C****U****R****A****C****I****E****S**  
Carefully examine the work that Gen AI produces and verify its output with other sources. It may “hallucinate” with wrong info, display bias, or have inaccurate sources.

**P****R****O****C****E****S**  
Document your thinking processes when working on learning tasks. This can help to share how you arrived at your thinking and avoid the appearance of plagiarism.

**E****X****P****E****C****T****A****T****I****O****N****S**  
Follow your teacher’s expectations when using GenAI for generation or or feedback on formatting, visuals, language, or ideas.

## AI Use: Ownership & Academic Integrity

### Citing Generative AI

When incorporating AI-generated content into your work, transparency is necessary. Students must clearly and properly cite all GenAI tools used, as directed by their teacher. Failure to cite AI will be considered a violation of the Academic Honesty Policy. Use the image below to guide the correct formatting of your citations according to MLA or APA standards.

## MLA CITATION STYLE

### Works Cited

\*Works Cited should be double-spaced with a half-inch hanging indent for each entry.

Title of Source (Prompt)

"Analyze the text and visual information in "Screenshot 2026-06-04 at 12.04.24PM.jpg" prompt.

← 0.5 in Gemini 1.5 Pro, Jun 2026 version, Google, 4 Jun. 2026, gemini.google.com/app

Name of AI

Publisher  
(Platform)

Date  
Accessed

URL

**Parenthetical citation:** Shorten prompt to three words. For this example: ("Analyze the text")

## APA CITATION STYLE

### References

\*References should be double-spaced with a half-inch hanging indent for each entry.

Google. (2026). *Gemini 1.5 Pro (Jun 2026 version)* [Large language model]. <https://gemini.google.com/app>

Author(s) Date

Title

Model Description

URL

**Parenthetical citation:** (Author, Year). For this example: (Google, 2026)