Great Valley AI Guidebook

Revision date: 8.17.2026

Introduction

During the 2025-2026 school year, the AI Think Tank was created and led by Dr. Dan Goffredo and Ms. Khristina Hunt. The AI Think Tank was a small team of Grades 7-12 teachers, specialists, and administrators. This team engaged in three half-day professional learning sessions across the school year facilitated by Edvative Learning, a non-profit organization comprised of educators from a neighboring Pennsylvania school district. The professional learning sessions addressed the benefits, challenges, and risks of AI as well as the ethical use using real academic dishonesty case studies.

In the Spring of 2026, the district and building leadership teams recognized a need to expand the professional learning opportunities for teachers and administrators. Great Valley partnered with AI for Education to deliver professional learning focused on AI literacy, the instructional implications of generative AI (GenAI), and leading a district-aligned GenAI literacy plan and supporting policies for responsible use within their educational community.

Through this process, the district developed a shared district vision and initial guidance for students and educators as well as expanded our leadership capacity to support responsible GenAI adoption. These efforts reflect the district's ongoing commitment to approaching GenAI practices thoughtfully and responsibly. Our goal is to focus on educating our learning community with the knowledge to engage with GenAI in a safe, ethical, and effective approach while supporting human-centered learning.

As GenAI continues to evolve, the district recognizes that practices, guidelines, and expectations will also evolve through ongoing dialogue among students, teachers, administrators, and community stakeholders.

Great Valley AI Vision

In GVSD we believe GenAI should be used safely, ethically, and effectively to support human-centered learning for all.

What is Generative AI?

It is important to begin by explaining what GenAI is and how it works for all stakeholders to have a shared understanding. Artificial intelligence (AI) is a field of computer science that performs tasks which have previously required human intelligence, and it has existed since the 1950s. From using Google Maps to navigate to a new location, asking Alexa a question, or scrolling through Netflix's recommended content, AI has had a presence in our lives for decades.

GenAI is a subset of artificial intelligence that *generates* or creates new content including text, images, audio, video, and code. GenAI creates this content based on training data that is primarily sourced from the internet, and it can learn independently by recognizing patterns in data. GenAI tools cannot think; they predict the most probable response based on the prompt provided. Furthermore, GenAI does not check for accuracy or know the difference between fact versus fiction. In reality, GenAI errors and fabrications, often referred to as hallucinations, are common. To support responsible and effective implementation, all district stakeholders need a foundational understanding of how GenAI works, including its capabilities, limitations, and

potential risks. For instance, biased training data from the internet will lead to biased outputs. Additionally, training cutoff dates will result in knowledge gaps. If a large language model (LLM) that powers a GenAI tool has not been trained since 2024, it will not have knowledge of more recent events. While GenAI tools demonstrate a great deal of potential, human judgment and evaluation remain a significant element in adopting and using GenAI tools in an ethical and responsible manner.

District Approved Teacher GenAI Tools

Microsoft Copilot is the only approved GenAI teacher tool for instructional and professional use in Great Valley.

District-approved tools and applications with GenAI capabilities embedded are also approved for use (e.g. Canva, Padlet, Nearpod, Dreambox).

Initial Teacher Practices

As educators, we have a professional responsibility to continually develop our AI literacy and deepen our understanding of the opportunities, limitations, and implications of GenAI in education.

Student personally identifiable information (PII) and student-created intellectual property must not be entered into any GenAI platform. This includes but is not limited to student name, address, ID, voice, image, and any student created material.

The use of AI tools must comply with all applicable privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA), as well as district data privacy and security requirements.

Turnitin is the only district-approved AI-writing detection tool. However, Turnitin states that its AI detection results "should not be used as the sole basis for adverse actions against a student" (“Using the AI Writing Report,” 2026) and that determining academic misconduct requires further review and professional judgment in accordance with district policy.
When concerns arise regarding a student's use of GenAI and a potential violation of the Academic Dishonesty guidance found within the K-12 Great Valley Student Handbook, teachers should conference with the student.

- Prior to the student- teacher conference, the teacher should collect all relevant information, including the student's submitted work, drafting history, classroom observations, and any supporting evidence.
- Teachers should then confer with the student to better understand the entirety of their work process specific to the assignment or assessment.
- If concerns remain after the conference with the student, administration should be consulted and the matter addressed in accordance with established academic dishonesty procedures.

As we move forward,

- Prioritize human judgment and relationships: GenAI should support, not replace, meaningful teacher-student interactions, professional judgment, and established district processes. Concerns regarding student AI use should be addressed through the district's conferring protocol.
- Commit to continuous learning: As AI technologies evolve, professional staff should continuously build their AI literacy and stay informed about emerging best practices and district guidance.

District Approved Student GenAI Tools

To support safe and developmentally appropriate GenAI use, students do not currently have access to GenAI chatbots or prompt-assistance tools, such as Microsoft Copilot, Claude, and ChatGPT, on district-issued devices. The district has also worked to limit access to embedded GenAI features within approved student applications where those controls are available.

Initial Student Practices

Students will adhere to all district policies and guidance. This includes but is not limited to the Great Valley Acceptable Use of Technology Policy and the Great Valley K-12 Student Handbook.

Implementation Plan: District-wide AI Literacy and Responsible Use
To support the evolving landscape of GenAI, the district will implement a phased, systemic approach to building AI literacy and fostering responsible AI use among students, staff, families, and community stakeholders.

2026-2027 Implementation Priorities include:

- Expand Professional Learning
    - Continue to partner with AI for Education to provide ongoing professional learning opportunities for all K-12 staff.
    - Offer targeted training for GVHS ELA, Social Studies, Math, Science, and World Language teachers in late September and October focused on leveraging GenAI to enhance instruction, support student learning, and develop AI literacy.
    - Provide professional learning sessions on redefining assessment practices in an AI-enabled environment, including designing authentic learning experiences and evaluating student understanding.
    - Deliver AI literacy training in November for remaining GVHS professional staff, focused on leveraging GenAI to enhance instruction, support student learning, and develop AI literacy.
- Strengthen Assessment and Academic Integrity Practices
    - Develop and implement a district conferring protocol to support meaningful teacher-student conversations when questions arise regarding student use of GenAI.
    - Provide guidance and resources to help educators gather evidence, engage students in reflective discussions about their learning process, and apply academic honesty procedures consistently.

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- Engage Students, Families, and Community Stakeholders
    - Administer surveys and establish focus groups comprised of students, families, educators, and community members to gather feedback and inform future GenAI-related decisions.
    - Create opportunities for stakeholder learning and dialogue around the benefits, challenges, risks, and ethical considerations associated with GenAI.

- Refine District Guidance and Practices
    - Review feedback from professional learning, focus groups, and classroom implementation to refine district guidance and recommendations.
    - Continue to evaluate emerging technologies, best practices, and policy considerations to ensure the district's approach remains responsive and relevant.

- Build a Culture of Responsible GenAI Use
    - Promote AI literacy across the district by emphasizing responsible, ethical, and human-centered use of GenAI.
    - Support staff and students in developing the knowledge and skills needed to navigate an evolving GenAI landscape with confidence and integrity.

Recognizing that GenAI will continue to evolve, the district remains committed to an iterative approach that prioritizes learning, collaboration, responsible innovation, and ongoing stakeholder engagement.

Reference

Turnitin, LLC. (2026). *Using the AI writing report.* Turnitin Guides. https://guides.turnitin.com/hc/en-us/articles/22774058814093-Using-the-AI-Writing-Report