FUSD FONTANA UNIFIED SCHOOL DISTRICT

AI ARTIFICIAL INTELLIGENCE RESOURCE GUIDE



Fontana Unified School District
www.fusd.net/ai

Contents

Overview: 1

Our AI Journey 3

Guiding Principles 4

Requirement for AI Tools 7

Original Work and Use of Artificial Intelligence 9

AI Assignment Label Tool Teacher Guide 12

AI Assignment Label Tool Student Resource Guide 15

Equitable Access for AI Use in Education 17

AI Tool Evaluation & Approval Guide 19

Artificial intelligence is evolving rapidly. As new tools, guidance, and best practices emerge, this resource guide will be reviewed and updated to ensure staff have access to the most current information.

Responsible AI Use Across Learning and Leadership

AI literacy is empowering learners to understand and evaluate AI use in meaningful and ethical ways, while developing the critical thinking skills to engage thoughtfully with AI as both creators and informed decisionmakers in their learning, teaching, and leadership.

Overview:

At Fontana Unified School District, we recognize that Artificial Intelligence (AI) is transforming how people learn, work, and interact with the world. AI literacy empowers students and staff to use these tools responsibly, effectively, and confidently as they prepare for the future.

From search engines and recommendation systems to adaptive learning tools and automated decision making, AI technologies are increasingly embedded in everyday experiences. As these tools become more prevalent across higher education, the workforce, and our daily life, it is essential that students and educators develop the knowledge and skills necessary to use AI responsibly, critically, and ethically.

Fontana Unified School District serves a diverse community. An AI Literacy Plan is needed to ensure that all students, regardless of background have equitable access to understanding how AI works, how it affects society, and how it can be used as a tool to enhance learning rather than replace human thinking.



Without intentional instruction and guidance, students may use AI tools without understanding their limitations, biases, or ethical implications, potentially impacting academic integrity, data privacy, and critical thinking development.

This plan emphasizes empowering educators and students with a shared foundation of AI literacy. It supports responsible use, promotes transparency, and aligns with the district's commitment to innovation, college and career readiness, and digital citizenship. By proactively addressing AI literacy,

Fontana Unified School District positions itself to harness the benefits of emerging technologies while safeguarding student learning, equity, and trust. The AI Literacy Plan provides a structured approach to support instructional practices, clarify expectations, and prepare students to navigate an AI enabled world with confidence and responsibility.

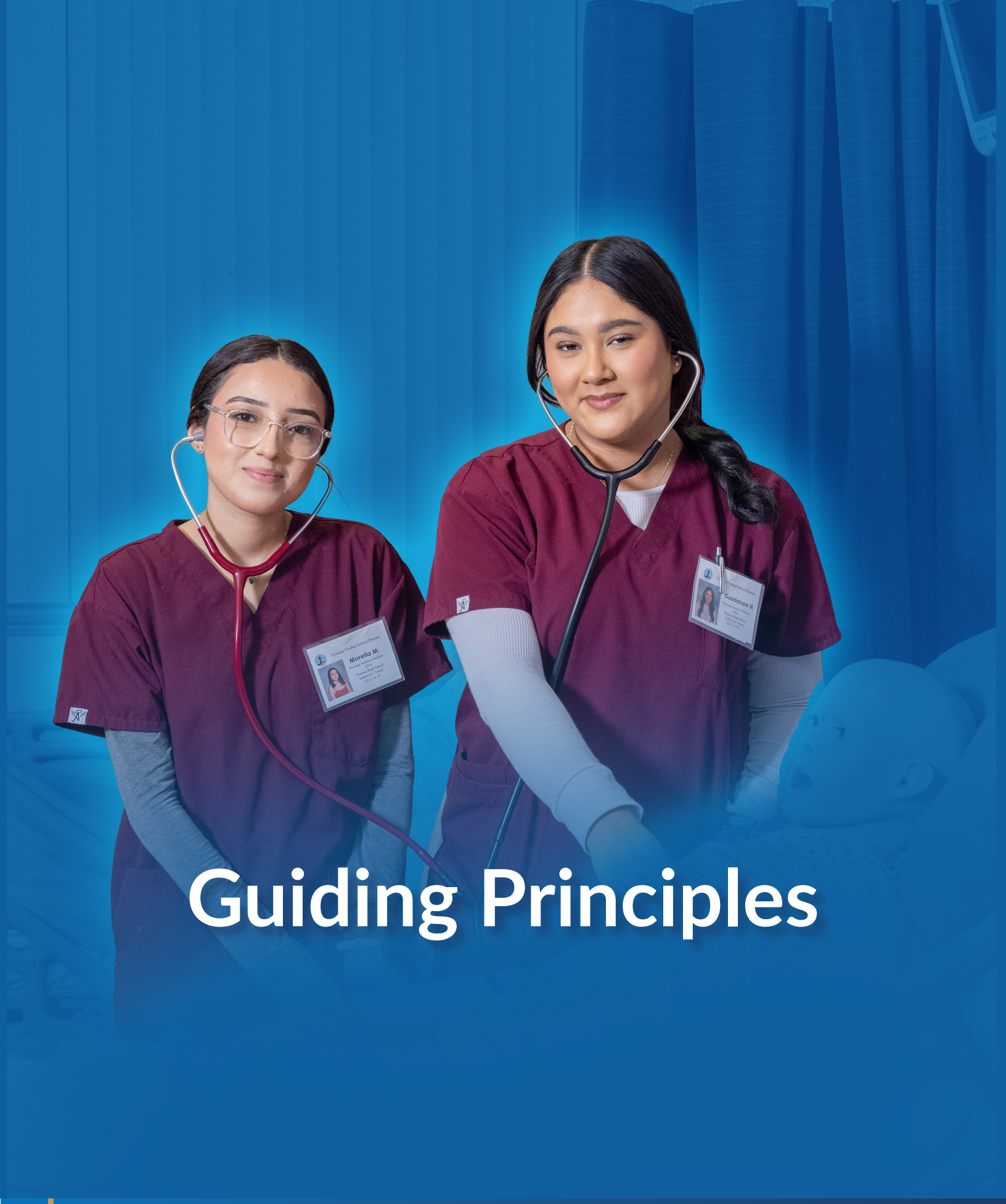


Our AI Journey

Development of the AI Literacy Plan

Fontana Unified School District developed its AI Literacy Plan in response to the rapid growth of artificial intelligence in education and daily operations. As AI tools became increasingly embedded in teaching, learning, and district practices, FUSD recognized the need for clear guidance and responsible use. In early 2025, district leaders and staff engaged in discussions on AI's implications, supported by a districtwide survey that showed nearly half of staff used AI weekly and over 40% used it for instruction or daily work, including Microsoft Copilot.

To ensure a thoughtful and inclusive approach, FUSD partnered with an AI education consultant and later convened a cross functional AI Taskforce representing multiple roles and departments. Beginning in the 2026–2027 school year, the district will provide guiding principles, professional learning, and community resources to support ethical, effective AI use reflecting a commitment to proactive planning and student-centered innovation.



Guiding Principles

Purpose:

To ensure that all AI tools and resources used in our schools are inclusive, equitable, and accessible to all students and staff. Use AI tools to personalize learning in ways that support each student's unique needs, ensuring technology expands learning opportunities.

Guiding Principles for AI in Education



Student-Centered:

AI should be used to personalize and enhance the learning experience for each student and to support digital citizenship and literacy.



Staff-Centered:

AI should be used as a tool to augment and support, rather than replace, staff in the performance of their duties and responsibilities.



Ethical Use and Transparency:

AI should be used ethically and transparently by all staff and students, with careful consideration of potential biases, and in compliance with all applicable intellectual property and copyright laws.



Accountability and Responsibility:

AI should be used in a manner that ensures accountability by those who

use it and that those who use it are responsible for such use, including when and how it is used.



Equity and Access:

AI should be implemented in a manner that ensures equitable access and opportunity for all students, regardless of background or ability, and for all schools across the district.



Secure and Private:

The district should prioritize security and privacy when changing existing practices or adopting new practices regarding AI.



Professional Development:

The district should provide ongoing professional development for staff in all aspects of AI, with a particular focus on the ethical and responsible use of AI.



Community Engagement:

The district should engage with the community to share these principles, to educate the community on AI, and to discuss the permitted and prohibited uses of AI in the district.



Continuous Improvement:

The district should regularly evaluate the use of AI by students and staff, and adapt its policies, procedures, and professional development to align with best practices and evolving technologies.


Requirement for AI Tools

Perceivable:

Content must be accessible through multiple senses.
Example: Provide alternative text for images, captions for videos, and transcripts for audio.

Operable:

Tools must allow navigation via keyboard and assistive devices.
Example: No feature should require mouse-only interaction.

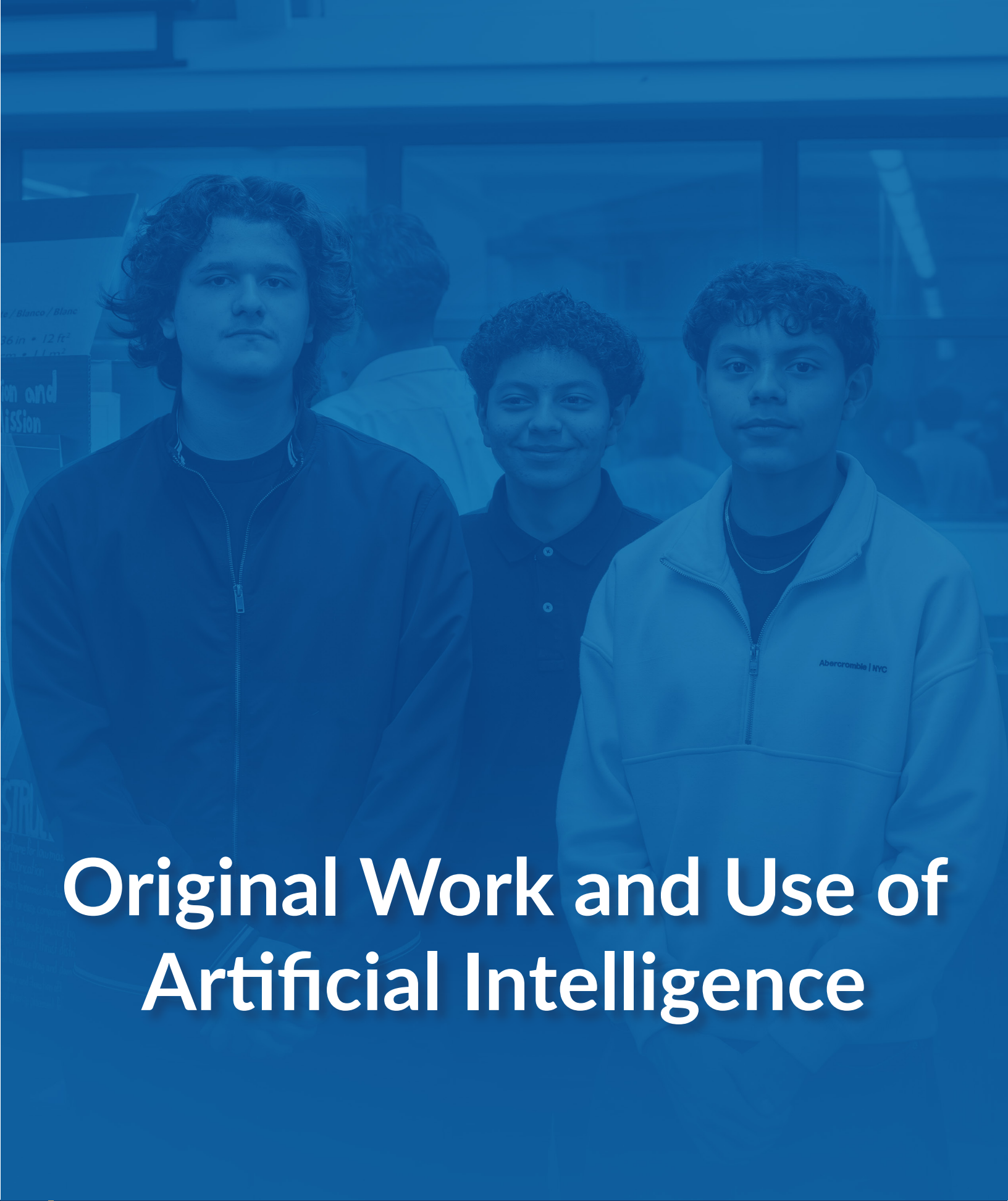
Understandable:

Interfaces and instructions must be clear, consistent, and predictable.
Example: Avoid jargon and ensure error messages are easy to understand.

Robust:

Tools must work across devices and remain compatible with assistive technologies after updates.





Original Work and Use of Artificial Intelligence

At Fontana Unified School District, we believe that learning is a process of developing original thought, critical thinking, and personal growth. We are committed to fostering a learning environment rooted in honesty, integrity, and personal responsibility — one where authentic learning occurs when students demonstrate their own understanding and creativity.

Academic Honesty & Integrity

All submitted work must reflect a student's own thinking and problem-solving. This includes properly crediting all sources — books, websites, peer collaboration, and AI tools — and never copying, claiming, or submitting the work of others as one's own. Assignments, assessments, and projects must be completed honestly, without unauthorized collaboration or any form of misrepresentation.

Responsible Use of AI & Technology

Generative AI tools may be used to augment learning — such as supporting brainstorming, organizing ideas, or understanding complex concepts — but they cannot replace original thinking or be used to complete assignments on behalf of students. When AI is used, its use must be clearly disclosed, the submitted work must reflect the student's own ideas and analysis, and students should be prepared to provide prompts and raw AI output upon request.

Accountability & Growth

Violations of this policy — including plagiarism, cheating, or improper use of AI — may result in disciplinary action. Please consult the district NAME OF DOCUMENT for process. Teachers should work with students to clarify citation requirements, academic integrity guidelines, and appropriate use of AI tools before issues arise.



AI Citation Guide

If AI-generated content is directly quoted, paraphrased, or incorporated into submitted work, a full citation entry is required in the Works Cited list. Teachers should work with students to determine the appropriate citation format (MLA, APA, or Chicago) based on course expectations.

- MLA Style - Generative AI
- APA Style - Generative AI
- Chicago Style - Generative AI

If AI is used for functional tasks only — such as brainstorming, reviewing drafts, or discovering sources — a Works Cited entry is not required. A brief acknowledgment within the body of the text is sufficient.

Example: *"I used Microsoft Copilot to brainstorm potential counterarguments and to refine my thesis statement."*





AI Assignment Label Tool Teacher Guide

AI Assignment Label Tool
Teacher Resource Guide
Fontana Unified School District

Use this guide to intentionally label each assignment with the appropriate AI use tier. Clear labeling builds transparency, supports academic honesty, and helps students develop responsible AI habits.

	Description	Work Expectation	AI Usage Level	Disclosure Requirement	Examples of Use	Scholar AI Prompts
NO AI (LEVEL 0)	Teachers want to assess students' independent thinking without any external assistance.	No external tools or AI assistance are permitted.	No AI, AI use is not allowed for this assignment.	Not applicable. No disclosure is needed.	• In-class essays or timed writes • Assessments of prior knowledge • Math problem sets completed individually • Lab reports based on student observation	• N/A, no AI prompts are permitted for this tier.
AI AS A LEARNING SUPPORT (LEVEL 1)	AI is used to help refine and improve students' original thinking through feedback, clarification, or suggestions.	Students may use AI to enhance their ideas, check understanding, or get feedback.	Limited AI, AI offers feedback and support, not content generation.	Disclose how AI was used for support (e.g., "I used AI to get feedback on my draft.")	• Using AI to check grammar or clarity • Asking AI to explain a concept • Getting feedback on a thesis statement • Using AI to check math steps	• "Review my paragraph and suggest ways to strengthen my argument without rewriting it." • "Explain this concept in simpler terms so I can check my understanding." • "What questions should I consider to improve my thesis?" • "Identify any gaps in my reasoning and explain why."
AI AS A COLLABORATIVE PARTNER (LEVEL 2)	AI assists students as an in-class partner, helping generate ideas, revise drafts, and refine work collaboratively.	The final product can be a meaningful blend of student thinking and AI-generated content. Students must engage critically with AI output.	Moderate AI, AI contributes ideas and refinements alongside the student.	Disclose AI collaboration (e.g., "I used AI as a partner to help develop my product.")	• Co-writing a persuasive essay outline • Brainstorming pros/cons of a historical decision • Using AI to generate counterarguments to evaluate • Revising and refining an AI-drafted section	• "Let's brainstorm together — give me 5 angles on this topic and I'll choose one to develop." • "Here is my draft. Help me revise the structure while keeping my voice." • "Generate a counterargument to my

	Description	Work Expectation	AI Usage Level	Disclosure Requirement	Examples of Use	Scholar AI Prompts
						position so I can respond to it." • "What evidence would strengthen the point I'm trying to make?"
AI AS A CREATIVE COMPANION (LEVEL 3)	AI is a multi-media creator and/or analytical resource, helping students analyze data, generate original ideas, explore patterns, or produce creative work.	Students rely meaningfully on AI to complete the assignment and must demonstrate understanding of the AI's role and critically evaluate its outputs.	Full AI, AI is integral and essential to producing the final work.	Disclose AI use (e.g., "I used AI as an essential tool to create my product.")	• Analyzing a large data set for trends • Generating and evaluating multiple creative solutions • Creating an AI-assisted multimedia project • Using AI to simulate scenarios or model outcomes	• "Analyze this data and identify three significant patterns. Explain your reasoning." • "Generate three different creative approaches to this problem, explain the tradeoffs." • "Create a [product type] on [topic] and explain the choices you made." • "Simulate what would happen if [condition changed] and explain the likely outcomes."

ETHICAL AI USE — APPLIES TO ALL TIERS					
✓ Disclose AI Use Always tell your teacher when and how you used AI.	**✓ Explain AI's Role** Describe what AI helped you do in this assignment.	**✓ Cite AI Sources** Provide proper MLA or APA citation for AI tools.	**✓ Own Your Work** You are responsible for all AI-assisted content.	**✓ Think Critically** Evaluate and question any AI-generated output because all tools can hallucinate and give false information as the output.	**✓ Respect Privacy** Never share personal or confidential information with AI.

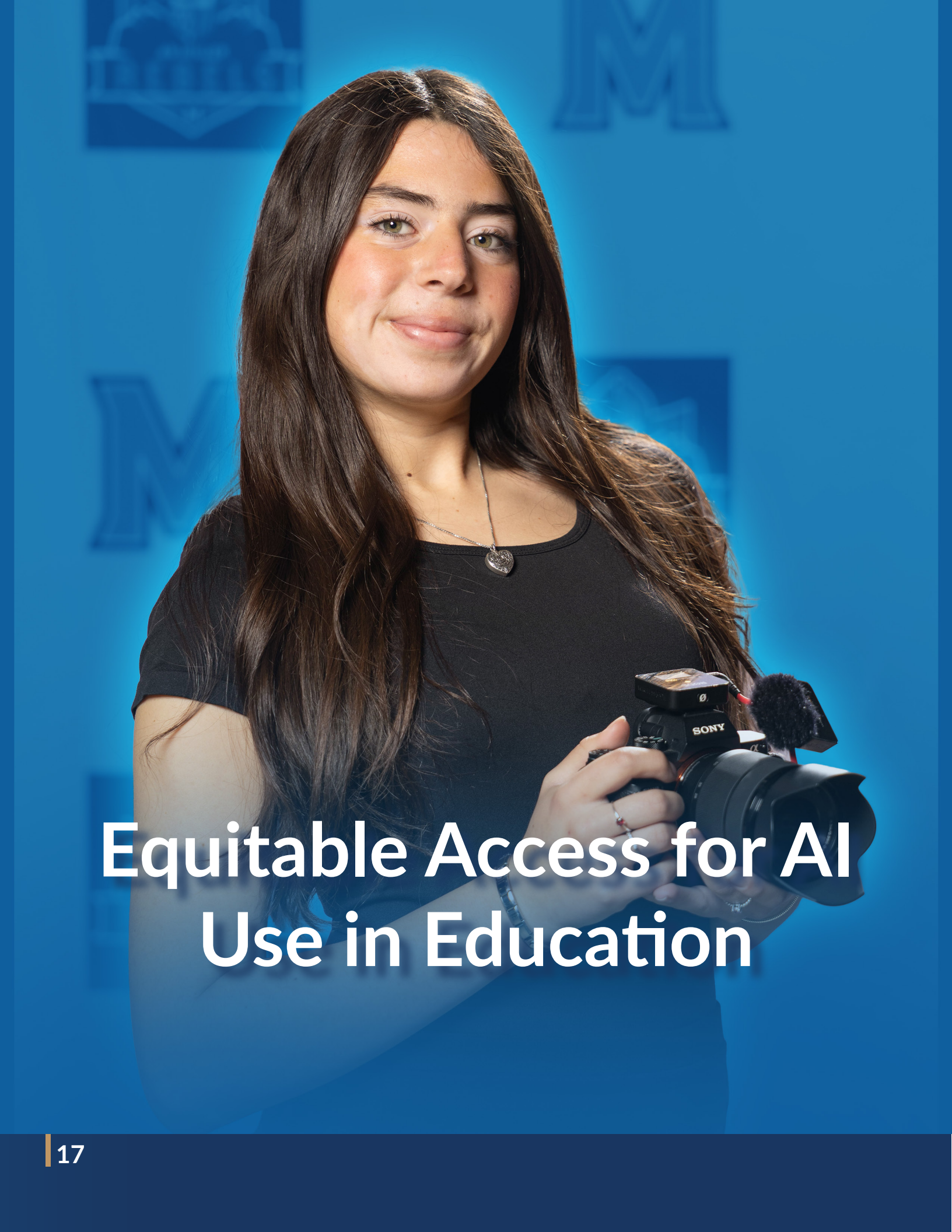


AI Assignment Label Tool Student Resource Guide

	Description	AI Usage Level	What You Need to Say	Examples	Try These AI Prompts
🚫 NO AI (LEVEL 0)	Your teacher wants to see what YOU can do on your own.	No AI. AI is not allowed for this assignment.	Nothing to disclose, you did it all yourself!	• In-class essays or timed writes • Assessments of prior knowledge • Math problem sets completed individually • Lab reports based on student observation	• No AI prompts — this one is all you!
📚 AI AS A LEARNING SUPPORT (LEVEL 1)	You do the thinking, and AI helps you check your work, understand a concept, or give you feedback.	Very little AI. AI can give feedback and support, but it can't write or create content for you.	Tell your teacher how you used AI. Example: "I used AI to get feedback on my draft."	• Using AI to check grammar or clarity • Asking AI to explain a concept • Getting feedback on a thesis statement • Using AI to check math steps	• "Review my paragraph and suggest ways to strengthen my argument without rewriting it." • "Explain this concept in simpler terms so I can check my understanding." • "What questions should I consider to improve my thesis?" • "Identify any gaps in my reasoning and explain why."
🤝 AI AS A COLLABORATIVE PARTNER (LEVEL 2)	AI is your partner, kind of like working with a classmate. You share ideas, AI shares ideas, and together you build something.	Some AI. AI contributes ideas and helps you improve your work, but you're still in charge.	Tell your teacher how you worked with AI. Example: "I used AI as a partner to help develop my product."	• Co-writing a persuasive essay outline • Brainstorming pros and cons of a historical decision • Using AI to generate counterarguments to evaluate • Revising and refining an AI-drafted section	• "Let's brainstorm together — give me 5 angles on this topic and I'll choose one to develop." • "Here is my draft. Help me revise the structure while keeping my voice." • "Generate a counterargument to my position so I can respond to it." • "What evidence would strengthen the point I'm trying to make?"
🎨 AI AS A CREATIVE COMPANION (LEVEL 3)	AI is a key tool for this assignment. You can use it to create, analyze or build something.	Full AI. AI is essential to finishing this assignment.	Tell your teacher how AI was essential to your work. Example: "I used AI as an essential tool to create my product."	• Analyzing a large data set for trends • Generating and evaluating multiple creative solutions • Creating an AI-assisted multimedia project • Using AI to simulate scenarios or model outcomes	• "Analyze this data and identify three significant patterns. Explain your reasoning." • "Generate three different creative approaches to this problem — explain the tradeoffs." • "Create a [product type] on [topic] and explain the choices you made." • "Simulate what would happen if [condition changed] and explain the likely outcomes."

YOUR RESPONSIBILITIES — FOR EVERY ASSIGNMENT

YOUR RESPONSIBILITIES — FOR EVERY ASSIGNMENT					
✓ Always disclose Tell your teacher when you used AI.	**✓ Explain AI's role** Say what AI helped you do.	**✓ Cite it** Give credit to the AI tool you used.	**✓ Own your work** You're responsible for everything you turn in.	**✓ Think for yourself** AI can hallucinate and give false info, always check.	**✓ Keep it private** Never share personal info with AI tools.



Equitable Access for AI Use in Education

Before AI tools are used in our schools, they must meet clear accessibility expectations. These requirements help ensure AI tools can be used by students and staff with different abilities, learning needs, and ways of accessing information.

Easy to Access

AI tools must present information in ways that work for different users. People should be able to receive information through more than one method.

Easy to Use

AI tools must be usable with different methods of navigation and input. No one should be prevented from using a tool because they interact with technology.

Easy to Understand

AI tools should be clear, consistent, and predictable. Instructions and messages should use plain language, so users understand what to do and what is happening.

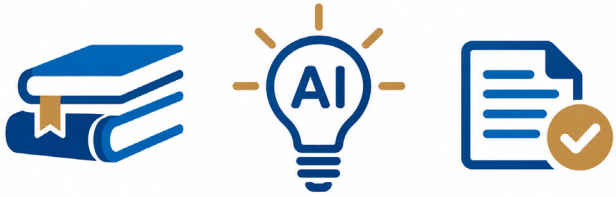
Reliable and Compatible

AI tools must work across common devices and continue to function with accessibility features over time. Updates should not interfere with access for users who rely on assistive technology.

Accommodations and Support

The district has procedures in place to provide accommodations when a student needs additional support to access AI tools. If a tool does not meet a student's needs, staff work with families and support teams to identify appropriate accommodations or alternative solutions, so learning is not disrupted.

Check with annual notification document



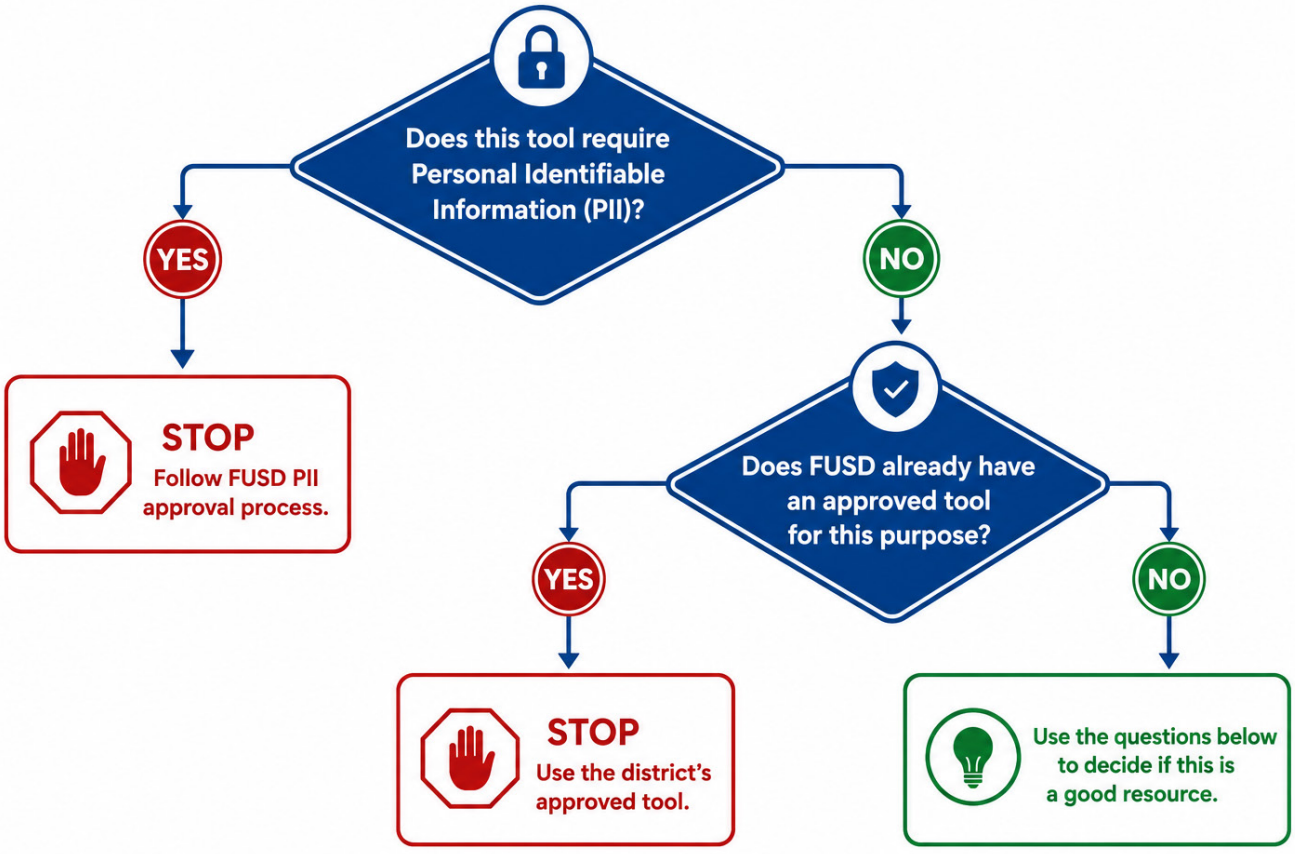


AI Tool Evaluation & Approval Guide

This tool guides teachers and administrators through a structured process for evaluating and approving generative AI tools for classroom use. Complete each step in order. If a tool does not pass a gate, stop — do not proceed.

SECTION 1 — Decision Pathway

Work through each gate from top to bottom. YES always continues down the main path. NO always routes to a STOP.



SECTION 2 — Teacher-Level Evaluation Questions

Answer all questions before proceeding to the Vendor Rubric. If you cannot answer yes to the majority of questions in any category, do not proceed.

Learning Impact & Student Agency

- Does this tool have some alignment to the learner profile?
- Does this tool give students meaningful control over their own learning?
- Does the tool support FUSD's instructional priorities, including culturally responsive pedagogy and access for English learners?

Content Quality

- How have you verified the accuracy and currency of the content this tool generates or presents?
- Does the tool align with California content standards relevant to your grade level or subject area?

Ease of Use

- Is the interface organized and straightforward enough that students can use it independently after minimal orientation?
- Are instructions and prompts written at an appropriate reading level for your students?
- Does the tool function reliably on FUSD devices and within the district's network environment?



Remember

The goal isn't to police AI use - it's to help students become thoughtful, ethical users who understand when AI enhances learning and when it gets in the way. Clear communication makes this possible.


FUSD
FONTANA UNIFIED
SCHOOL DISTRICT