AI USAGE GUIDEBOOK FOR GDS EMPLOYEES

Updated September 30, 2026

At GDS, our approach to AI begins with our educational mission, not with the technology itself. Informed by our School's commitment to supporting all members to think, collaborate, and lead, this document guides school employees (not students) in exercising professional judgment about their use of AI. We continue to uphold that students may not use generative artificial intelligence without their teacher's express permission.

THINK **constructively**	**COLLABORATE** **courageously**	**LEAD** **ethically**
Learning happens through a process that involves productive struggle; appropriate use of AI therefore reserves cognitive work for humans.	Meaningful learning enhances relationships, expands perspectives, and supports productive collaboration; appropriate use of AI should strengthen rather than replace human connection.	Appropriate use of AI accounts for its broader costs — to the planet, to other people, to our own and our students' learning.

GDS'S AI PHILOSOPHY AND APPROACH

RULES OF THE ROAD *Non-negotiable institutional rules. These rules will help keep our community safe.*	**REFLECTIVE QUESTIONS FOR DECIDING WHEN TO USE AI** *Points of inquiry for thoughtful AI decision-making.*
GDS may provide employees with access to institutionally-approved AI tools, such as Google AI Pro for Education or Pangram. These GDS-approved AI tools are the most secure way to conduct school business and are intended to be used for your school-related work. We strongly discourage employees from doing any school-related work on non-GDS-approved AI tools. **NEVER**	**1. THINK:** ***Is AI supporting or replacing my thinking?*** • Is the AI output accurate and appropriate to the task at hand? • Do I have the expertise to verify its validity?

Never use a free or paid personal AI account, i.e., a non-GDS-approved AI tool, for private school-related work, such as student comments, vendor contracts, or employee performance reviews. This means that if you would not put it on a website or post publicly, do not put it in a personal AI account.

Never use *any* AI tools (including GDS-approved tools) for highly sensitive school-related work, such as health forms submitted through Magnus. This is a narrow category; it means that if you would not put it into Gmail or Google Docs, do not put it into any AI tool.

Type of school-related work	GDS-approved AI	Personal AI
General school-related work Everyday school-related tasks	Use	Strongly discouraged
Private school-related work Student comments, contracts, reviews Test: inappropriate for website or public posting	Use	Never
Highly sensitive school-related work Health forms submitted through Magnus Test: inappropriate for Gmail or Google Docs	Never	Never

Never let AI make a core professional decision, such as a student's grade or an employee performance outcome. AI can help you organize assessment data, draft comments, or edit letters, but the output must always reflect your personal professional judgment and you must take full responsibility for the final words.

Never record, transcribe, or summarize a meeting or conversation without explicit consent

Is there another source, such as a textbook, colleague, or archive that would be more trustworthy?

- Would the use of an AI tool sharpen my thinking in this situation, for example, surface a counterargument, a blind spot, or a perspective I haven't considered?
- Would using AI here give me more time for the parts of my job that benefit most from my unique judgment, discernment, and humanity?
- If I am using AI to design curricular materials, does the AI output align with my students' developmental level, prior knowledge, and the vocabulary we use in my class?
- Do I remain the decision-maker, exercising my own judgment about what to say, to whom, and why?

2. COLLABORATE: ***How does use of AI affect trust and relationships?***

- Would AI usage here strengthen or weaken the trust students and families have in me?
- Could AI usage improve the clarity,

from everyone present, in person or online.

Never use an AI detector preemptively. A teacher must first use their professional judgment to determine whether there is a reasonable concern that a student may have used AI improperly or impermissibly. If so, the teacher may supplement their evaluation by running the student's work through a school-approved AI detection tool.

Never assure students that AI detectors will not be used, even if you do not intend to use them yourself. This shows respect for colleagues who may choose to use them and preserves your own options.

Never use, distribute, or rely on *any* AI output unless you are confident that the contents are (1) accurate and (2) genuinely reflect what you think and believe, no matter how the work was prepared.

ALWAYS

Always center human judgment. Assume AI outputs may be wrong; read the output carefully to ensure that it is accurate, true, and representative of you and GDS before using or sharing. Apply the same scrupulous judgment you'd use before hitting "reply all."

Always use an GDS-approved AI detector (currently this means Pangram), if you choose to use AI detectors at all. Additional Guidance

Always take full responsibility for work created with AI assistance. Employees are responsible for the accuracy and integrity of anything they produce using AI. Routine or preemptive disclosure of AI assistance is not required, but employees should never misrepresent their use of AI when AI's role is material to understanding their work.

kindness, or accessibility of this communication?

- Would AI assistance in this communication undercut the personal or relational character it requires?
- If asked, would I feel comfortable explaining how and why I used AI in this instance?

3. LEAD: ***Have I considered the broader stakes of using AI for this task?***

- Is the use of AI in this situation worth the environmental cost in terms of electricity, water, and other resources?
- Does AI usage in this instance introduce social and political concerns, such as the potential for bias or the risk of exploiting the original work of artists or authors?
- What would my usage of AI in this case implicitly teach my students about what it means to think, create, and be human?
- Does using AI technology here enhance or diminish my capacity to positively impact my students' learning?