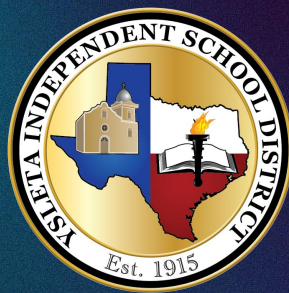


Ysleta ISD: A 3-Year AI Journey



June 2026
TETL

Erick Buenrostro
Ysleta ISD, El Paso, TX

Ysleta ISD Demographics



Ysleta ISD is located in the bordertown of El Paso, in the west most tip of Texas.

32,500

Student Enrollment

4,000

FTEs

73%

Socio-Economic
Disadvantaged

30%

Emergent Bilingual

The Why



The Skills Gap

- 2026 study by Arkansas State University found that 31% of employers have had to retrain recent college graduates due to gaps in AI skills.
- 26% of employers said entry-level hires with college degrees do not meet their expectations, largely due to a lack of practical AI literacy.

The Educational Mismatch

- 86% of college students report using AI tools for academic work on a daily or weekly basis.
- 20% of college students state a professor has taught them how to write effective AI prompts, a foundational skill for interacting with generative AI.

Preparing for “Jobs That Do Not Exist”

- The World Economic Forum predicts that by 2027, 75% of companies will adopt AI and;
- By 2030, AI will displace 92 million jobs globally, but it will also create 170 million new roles.
 - AI Ethics Officers
 - AI Prompt Engineering Managers
 - Human-AI Collaboration Specialists



Veronica Alvidrez Alvarez

- 1998-2010:
Elementary Teacher
(1st/4th) & Middle
School Instructional
Coach
- 2010-2022:
Elementary
Administrator
(AP/Principal)
- 2022-Current:
Director of
Innovative Learning



Erick Buenrostro

- 2012-2019:
Technical Support
- 2019-Current:
Digital Resource &
Content Specialist



Mesha Daniel

- 1992-2013:
Elementary Teacher
(1st- 3rd)
- 2013-Current:
Innovative Learning
Specialist



William "Larry" Snyder

- 1998-2007:
Elementary
Teacher, Physical
Education Teacher
& Instructional
Technology teacher
- 2007-Current:
Innovative Learning
Specialist

Phase 1: Discovery & Literacy



Aug. 2023

Monitoring emerging AI tools and internal research



Mar. 2024

First formal introduction to Technology Teachers with "8 Tools in 5 Minutes" presentation



Apr. 2024

Leveraging TeachAI webinars and "How to Teach AI" book for deeper understanding



June 2024

Survey conducted to gauge stakeholder sentiment for upcoming academic year

Phase 1 (Aug. 2023 - June 2024)

First Steps

Aug 2023: We didn't wait for a mandate. We saw the "buzz" and spent 6 months building internal literacy before ever speaking to a classroom teacher.

March 2024: "8 Tools in 5 Minutes" - We showed our tech leaders (ITTs) that AI wasn't just a chatbot; it was a suite of specialized tools (Magic School, etc.).

Initial Research: We found that in mid-2024, only **8 states** had published guidance. We decided to be in the vanguard of that movement. Texas was not among the 8 states.



tinyurl.com/yisdaitetel

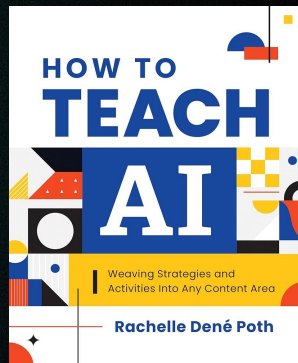
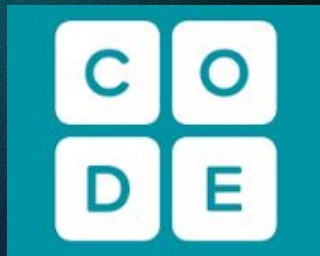
Phase 1 (Aug. 2023 - June 2024)

Initial Research

During this initial buzz of AI, our team decided to invest significant time into understanding AI and the safe approach behind it.

Independent research, book studies, frameworks, texts, and other state guidance were all studied during this time to give us foundational AI knowledge, along with ideas on how this would impact education.

For students and staff, rather than block and restrict all uses, we opted to provide immediate guidance on safe platforms to use.



RAISE Initiative
Responsible AI for Social
Empowerment and Education

AI for Education

Phase 1 (Aug. 2023 - June 2024)

Staff Sentiments - Survey Data

June 2024 - October 2024

Teacher workforce: 2200

Received 1696 responses

- Which of the following comes closest to your view on how PK-12 schools should respond to advances in AI?
- How prepared do you feel to integrate AI technologies into your teaching practice?
- What concerns you MOST about the use of AI in education?
- How necessary do you think it is for PK-12 students to learn AI related skills for their future careers?

80.9% of our responses were overwhelmingly positive, believing we needed to continue investing time in AI.

Phase 2: Drafting & Implementation



Sept. 2024

Initial Guidance Drafted:
“Human-Centered” AI
Guidance purpose and
framework are drafted



Fall 2024

Targeted PD:
Professional
Development is
delivered to Central
Office Staff & Lead
Teachers



Spring 2025

Surveys:
End-of-Year Survey
reveals shift from
enthusiasm to caution



Dec. 2025

Looking at data:
Data Analysis highlights
rise of “Transactional
Retrieval” by students

The THINK Framework

The THINK framework was developed as a guidance and evaluation method, encouraging staff to “THINK” before using AI tools.

The framework encourages:

- (T)ool: Select the safest and most useful tool for refining work.
- (H)onesty: The use of AI should always be cited; we should be honest about it's use.
- (I)nvestigate: AI can be wrong. AI outputs should always be verified against reliable sources.
- (N)ecessary: The world has changed and AI is not leaving. We must prepare out students.
- (K)nowledge: Fundamentally understanding AI is necessary before it's use. We must all be responsible users and check for correctness and bias.



T.H.I.N.K.

before utilizing AI in the classroom



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.



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.



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.



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.



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.



Targeted Professional Development

The goal now was to start building foundational knowledge across our demographics. Training topics included:

- ★ What is AI? (Types)
- ★ AI: Risks vs. Benefits
- ★ Responsible Use of AI
- ★ Navigating the Future: AI's Role in Modernizing School Operations
- ★ Harnessing the Power of AI: Foundations & Practical Applications
- ★ Chatbots 101
- ★ Effective Prompting
- ★ Writing Feedback with Magic School
- ★ AI Infused Tools

Our targeted approach to PD included training specific people, including:

- ★ Central Office Staff
- ★ Parent Advisory Council
- ★ District Educational Improvement Comm. (DEIC)
- ★ Student Advisory Council
- ★ Principal Task Force
- ★ Innovative Tech Teachers
- ★ PK-12 Teachers & Support Staff

Understanding Student's Use of AI

During this time, we started logging every use of AI by students. After capturing usage data on how students were using AI, we noticed the greater percentage of users were using it to get answers, and not as a thought partner.

Why was this happening?

As with social media, the faster a technology is introduced, the more difficult it becomes to properly inform and train your community.

Low Level Prompts:

- Summarize articles
- Write an essay on...
- Answer this math problem

Phase 3: Governance & Pivot



Jan. 2026

Policy:
Board approves CQD
(Local) updates and
plans annual staff
training



Feb. 2026

Safety Routing:
Managed Routing
(Securly/Gemini) and
YISD AI Safety
Chromebook extension
launched



Mar. 2026

Pilot:
Magic School Pilot (MS)
for teacher planning and
student feedback



Mar. 2026

Regional Approach:
YISD joins Regional AI
Learning Incubator (UTEP/El
Paso Computes)

Managed Routing

Students: K-5

- Controlled AI Usage (Magic School AI)
- Securly AI Chat

Teachers will use curated rooms and experiences with students. Students do not have access to stand-alone chatbots.

Students: 6-12

- Gemini Enterprise
- Securly AI Chat

Students at these grade levels have access to Gemini and no other chatbot. All chats are logged.



Authorized Access Only

Important Reminder: Using AI at School

Before you start, remember to T.H.I.N.K. and use AI responsibly!

- **Ask First:** Only use AI tools with teacher permission and when they say it is ok to use for an assignment.
- **Be Safe:** Never type your full name, address, passwords, or other private information (PII) into an AI.
- **Give Credit:** If AI helps you create something, you must be Honest and cite it as a source.
- **Check the Facts:** Always investigate the information you get. AI can sometimes make mistakes or be biased, so cross-reference what you find with trusted sources.
- **Be Aware:** Your school account and activity are monitored to help keep everyone safe and focused on learning. Misuse of AI is subject to disciplinary actions.

♥ Remember: AI is not a person. If you are feeling sad, scared, or going through something difficult, stop using the AI and talk to a trusted adult immediately.

I Acknowledge



STUDENT AI PORTAL



TOOL HONESTY INVESTIGATE NECESSARY KNOWLEDGE

APPROVED AI TOOLS

 Gemini

 Securly Chat

QUICK SAFETY CHECK

 **Ask First:** Do I have teacher permission?

 **No PII:** Is my personal info safe?

 **Cite Sources:** Did I give credit to AI?

SCHOOL RESOURCES

 District Homepage

 YISD AI Information

All students get a pop-up before they use AI tools as well as AI resource portal for students.

Phase 4: Sustainability



Summer 2026

AI Guidelines:
District wide update of
AI Guidance and
regulations based on
survey data



July 2026

ILD shares PD plan with
YISD Leadership teams
and campus tech
teachers



Aug. 2026

- Ongoing AI Literacy:
Launch of annual AI
staff training module
- Updated Digital
Citizenship (monthly)
including AI topics



SY 26-27

Student & Parent Focus
Focus on student
collaborative training and
parent “AI at Home”
initiatives

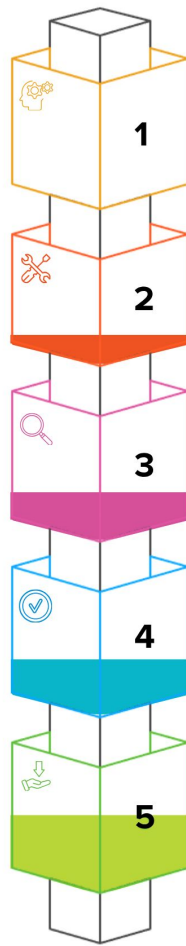
Embedding AI

We're firm believers of responsibility - the safe and responsible use of AI does not belong to one person - it belongs to every member of our community.

How do we split the workload?

- Central Office - Innovative Specialists work with PK-8 and HS academic specialists to embed the use of AI at the curriculum and planning level, rather than after-the-fact.
- Central Office - Each department is establishing levels of use. Based on who they oversee and their essential functions, we define a baseline of what AI can be used for.
- Campus level - Instructional coaches work with teachers to build capacity and experience within curriculum and AI use.
- Campus level - Innovative Technology Teacher (ITT) is our direct connection to support and expansion of technology initiatives, training teachers and teaching kids about AI.

Phase 4 (Current)



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.

Updated Routing & Usage

Students: K-3

- No AI Usage allowed
- Teacher models all AI usage and describes it to students

There exists no accurate research that indicates that these students need access to AI resources.

Students: 4-5

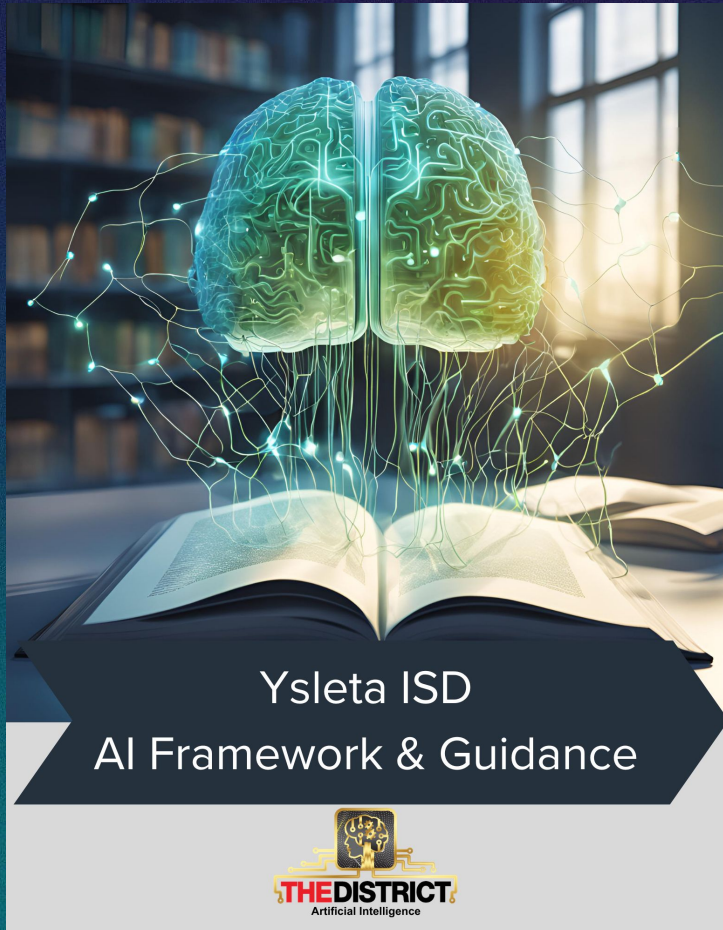
- Controlled AI Usage (Magic School AI)

Teachers will use curated rooms and experiences with students. Students do not have access to stand-alone chatbots.

Students: 6-12

- Gemini Enterprise
- Securly AI Chat

Students at these grade levels have access to Gemini and no other chatbot. All chats are logged.



District's Framework & Guidance

A multi-year creation of AI information, aimed at educating all staff (instructional and non-instructional), students, and the greater community on artificial intelligence, it's uses, and relevant information.

- Intro
- Definition and Explanation of AI, Implications, and Misconceptions
- AI in Education and the Workforce
- The Human Edge
- Responsible Use of AI
- School Management and Operations
- Teacher & Employee Use of AI
- Student Use of AI
- Types of AI and Recommended Tools
- Community Resources
- Appendix & Resources

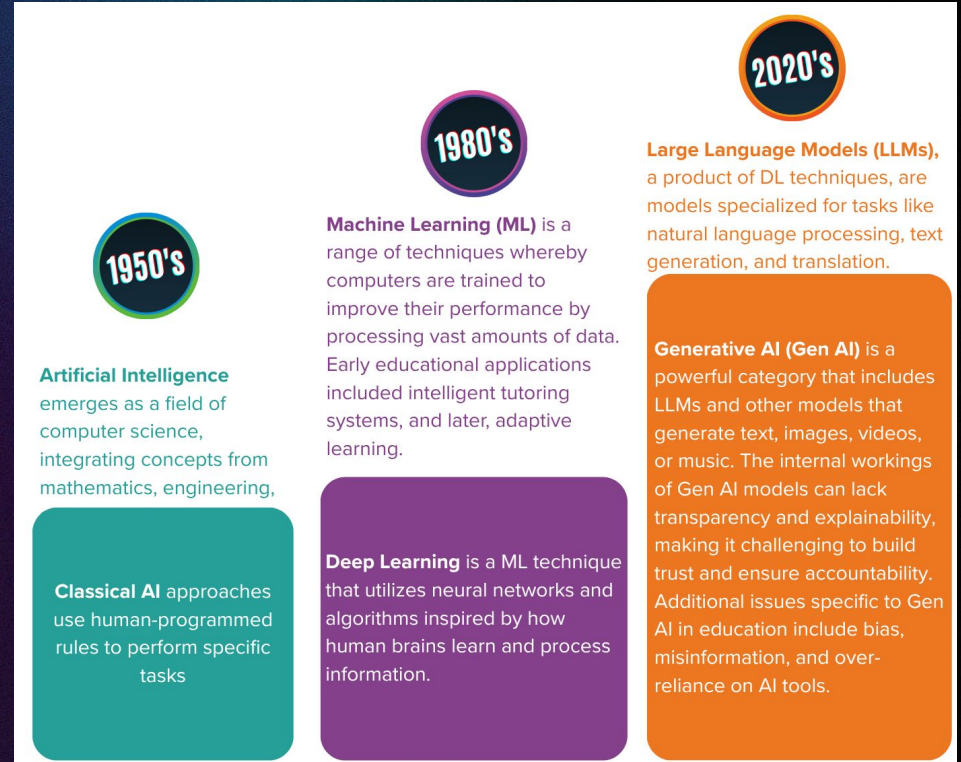
What's in the guidance?

What is AI / Role in Education & Workforce

This section discusses the evolution of AI since its original introduction in the 1950s, along with information regarding different types.

Additionally, we discuss the purpose behind the inclusion of AI as the workforce has quickly moved to using it.

A big emphasis of this section is a clear description of benefits and risks, making it clear that the use of AI is not a one-sided approach.



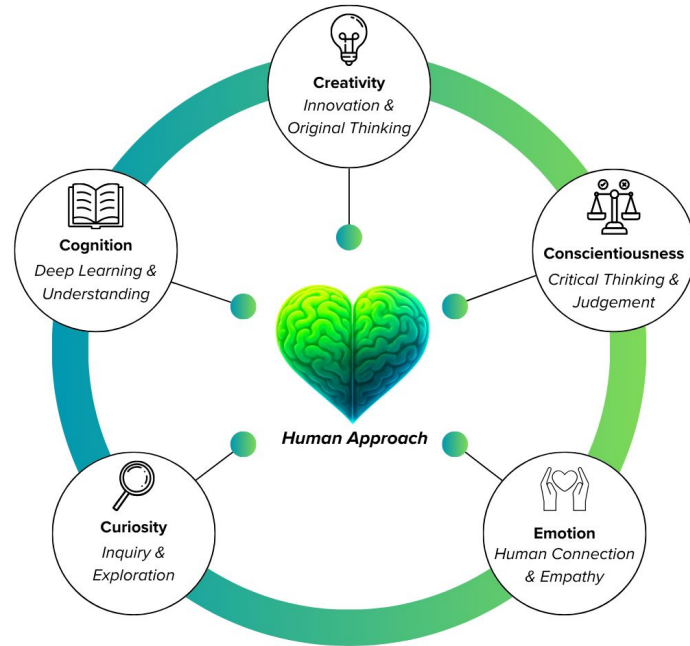
What's in the guidance?

The Human Element

The use of AI must be clearly supported by the notion that we as humans carry unique characteristics that cannot be replaced by AI.



The Human Edge: Characteristics



What's in the guidance?

Responsible Use of AI

This section goes into detail on the laws we're all expected to abide by, as well as specific principles:

1. Understanding data collection and usage
2. Limiting data sharing
3. Securing data storage
4. Parental consent
5. Algorithmic bias
6. Anonymizing data
7. Ongoing privacy training

We also include student AI use pledges available to 4-5 and 6-12.



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.

What's in the guidance?

Acceptable Tools

To ensure the safety and security of our community, our district has also curated a set of tools for which our district has data sharing agreements OR where we can verify that the data is not being used to train AI models.

There are currently 30 tools listed, including Google's Gemini, Adobe, Canva, among others.

Click any of the tools for more information.
Use the filter below to search for a specific application.

Filter by name, type, cost, etc.

Don't see the resource you are looking for?
[CLICK HERE](#) to suggest a resource for vetting!

Hover Color Key:

	Staff Only		Staff/Age Restriction: 13 yrs		Staff & Students
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What should you walk away with?

- The conversation around AI is still VERY early. However, we need to approach its use now, as we do not believe it will be removed any time soon.
- Guidance for teachers and students is critical. You need to inform them and guide them, or risk misunderstanding and misuse increasing.
- Blocking the use of AI is not a solution. Staff and students will use it outside of your institution, and you will have no insight into how it is being used.
- Start small, but fast. Get all staff informed on fundamentals, which include safety and prompting.
- Give concrete examples of use. AI is a very dense topic and for some teachers, and many students, the use of AI is still a Sci-Fi topic. The more relatable it is to their classrooms or jobs, the more you'll get foundational knowledge.
- Remind everyone that AI is a tool, not the final answer. The human is, and will always be, responsible for the content that is used.

Thank You!

Reach out if you have any questions or would like to talk about AI implementations.

Erick Buenrostro

915-434-0676

ebuenrostro2@yisd.net