

Notes on this unit:

It is called suggested classroom activities/projects.

Aside from the activities/projects, it contains the rubrics as well.

By default these become the grading scale.

This section also has AI, video, and audio components.

There are AI guidelines and suggestions for which platforms to use.

At the end of this unit there are suggestions for **Technology - Privacy and Safety**

Chicago Latina Trailblazers

Suggestions for Classroom activities/projects

Students choose an activity after reading the biography/autobiography. These are broken down by the type of skill they focus on, so you can pick what best fits your classroom goals.

Differentiation:

All activities and rubrics should be *adjusted to meet the students' needs*. The work done, the amount of work and/or the way it is presented might be adjusted.

An AI video may work for some students, others may do slides, while others may do a type of collage with digital or magazine images.

For some students working alone or in a group may be what works best. You know your students best.



Student Activity Options

1. Mapping the Activist's Journey (Geography & Chronology/Timeline)

Because the biographies/autobiographies cover the places they have lived from childhood to the present day, students can visually track their life path.

- **The Task:** Students create a "Life Map with timeline" using a physical map or a digital tool (like Google Earth). Create slides or short AI generated video, *see section on AI*.
- **What to include:**
 - a) Plot at least three major locations from the text (e.g., where they grew up, where they moved for work, where they live now).
 - b) For each pin on the map, students write a 2-sentence summary of what happened to the activist in that specific place.
 - c) Create a timeline of events. These can be one or two events per section in the chapter.
- **Extension:** Students can practice and provide an oral summary to the class.

2. Zoom out (Critical Thinking)

These women were working on addressing the immediate needs of their family and/or community. We read it from a Chicago point of view. What happens when you zoom out?

- **The Task:** Research what else was going on at that time and cite sources. Student(s) will create slides, a mock in person interview, or an AI generated documentary or interview.
- **What to include:**
 - What was going on nationally and internationally with these same issues?
 - What can you find that is similar to what she is trying to accomplish?

Where is it happening?
Who or what is behind it?
Clearly express who/what you have found?
Why and how does it connect her work?
Why is it interesting?

- **Extension:** Students can practice and provide an oral summary to the class.

3. Award Acceptance Speech (Creative Writing & Speaking)

Since the biography includes their awards and accomplishments up to the present day, students can step into the activist's shoes.

- **The Task:** Students choose one specific award mentioned in the text and write a short, 1-minute acceptance speech from the perspective of the activist.
- **What to include:**
 - Thank their **family** (using details from the biography),
 - Explain the hard **work** it took to earn it, and
 - Dedicate the award to the future of the **neighborhood/community**.
- **Extension:** Students can practice and deliver these speeches in small groups.

Step-by-Step Instructions for Students

You can print out or project these clear instructions to help your students get started on whichever activity you choose (time allowed will vary with most classes):

1. Review the Biography Highlights: 10 mins.

Go back through the text with a highlighter or pencil. Underline:
two details about their childhood/family,
two details about their neighborhood work, and
one major accomplishment.

2. Choose Your Choice Board Activity: 2-4 mins.

Pick one of the three activities assigned by your teacher (The Journey Map, Zoom out, or The Acceptance Speech).

3. Draft Your Project using Text Evidence: 20 mins.

Begin writing or drawing. Make sure you use the exact names of places, awards, or family members mentioned in the biography to back up your work.

4. Peer Review and Polish: 3-5 mins.

Turn to a partner and share your draft. Check each other's work to ensure the facts match the biography accurately before turning it in. Include a conclusion.



Quick-Score Grading Guide & Rubric

To make grading faster while you review videos, slides, or interviews, you can use this quick translation to find a final grade:

- **11–12 Points = A** (Exceeds expectations; ready to show the class)
- **8–10 Points = B** (Solid work; met all core criteria accurately)
- **5–7 Points = C** (Project is incomplete or missing key biographical facts)
- **1–4 Points = D/F** (Needs major revision or resubmission)



Teacher Tip: Give students a copy of this rubric *before* they start. If they are doing the

AI Video, slides or PowerPoint projects: remind students that they cannot get a "4" in Creativity if their Text Evidence score is a "1" or "2"—historical accuracy must come first!



Post-Reading Activist Project Rubric

Criteria	4 – Advanced	3 – Proficient	2 – Developing	1 – Emerging
Use of Text Evidence	Includes 5 or more specific details from the biography (childhood, locations, work, family, and awards). Every fact is 100% accurate to the text.	Includes 3 to 4 specific details from the biography. Facts are accurate with no major errors.	Includes only 1 to 2 details from the biography, or relies heavily on vague summaries instead of specific facts.	Little to no text evidence is used. Major factual errors or details do not match the biography.
Creativity & Presentation	The format (slides, video, or interview) is highly engaging and organized. Uses media or storytelling to vividly bring the activist's legacy to life.	The project is well-organized, clear, and neatly executed. Creative or presentation choices support the story well.	The project is complete but lacks organization or effort. Media or creative choices feel random or distracting.	The project is disorganized, incomplete, or shows minimal effort in its presentation format.
Neighborhood & Present-Day Link	Masterfully connects the activist's goals to present-day needs, showing a deep understanding of why their community work matters today.	Clearly mentions the services the activist fought for and touches upon their lasting impact or modern relevance.	Mentions the activist's work, but fails to connect it clearly to the "present-day" or why it matters.	Omits the activist's goals or present-day legacy entirely.

Working with AI

Many students have probably tried AI by now. We can have them work on something they may find interesting.

The "Three Golden Rules" for Classroom Safety AI & Otherwise

Before students open any AI tool, pass along these safety guidelines:

1. **No Real Faces/Names in Prompts:** Instruct students to never type their own names, classmate's names, or use photos of themselves. When prompting for the activist, use descriptive phrases like *"An elderly woman with gray hair smiling"* instead of trying to force the AI to recreate a real person's exact face.
2. **Stick to the Approved Script:** For the AI voiceover, students should write their text in a Google Doc first, have it proofread, and copy-paste it directly into the voice generator. This prevents them from generating unauthorized or random audio clips.
3. **The "Textbook Test":** Tell students: *"If the image you generate wouldn't look right inside a **history textbook** or a **National Geographic article**, hit delete and try a different style prompt."*

For a classroom setting, the biggest hurdles with AI video projects are **student privacy, content safety, and complicated user interfaces**. Check privacy settings.

To keep this smooth and completely school-appropriate, students should be steered *away* from unregulated open-web tools and toward *platforms with strict safety filters and student-friendly guardrails*.



Recommended School-Safe AI Tools

Instead of having students using multiple complicated websites, you can use these all-in-one or highly structured platforms:

AI Tools

Tool	What It Does Best	Why It Is School-Safe
Canva for Education	Images & Layout: The "Magic Media" feature lets students generate AI images directly inside their video editing timeline.	Free for K-12 schools, strict education-level content filters, and zero data tracking on students.
Adobe Firefly	Images: Generates stunning, historically accurate or stylistic visuals.	Trained entirely on licensed content and public domain images. Blocklists inappropriate prompt words automatically.
Murf.ai or ElevenLabs	Voiceover: Converts written biographical text into a natural, professional-sounding narrator voice.	Clean interfaces that require no voice recording/cloning from the student, protecting their biometric privacy.

Safe, Structured AI Prompts for Students

AI image generators can behave unpredictably if prompts are too vague. To get clean, historically respectful, and visually interesting results, students should use a **formula** for their prompts.

 **The Student Formula:** [Art Style] + [Specific Scene from Biography] + [Time period/Setting] + [Lighting Mood]

Have your students copy and customize these templates or samples based on their activist's life:

1. Childhood & Origin Scene

- **Prompt Template:** A warm historical oil painting of a young child sitting on a porch in [City Name] during the [1970s/1980s], looking out at a neighborhood street, soft nostalgic sunlight, high detail, school presentation style.
- *Why this works:* Specifying an art style like "oil painting" or "watercolor" avoids uncanny-looking AI human faces and keeps the image looking like a *textbook illustration*.

2. The Neighborhood Challenge (The Problem)

- **Prompt Template:** A realistic graphic novel style illustration of an empty city lot overgrown with weeds, a broken chain-link fence, overcast sky, dramatic lighting, representing a neighborhood needing community services.
- *Why this works:* It visualizes the *need* for activism without requiring complex human generations, focusing instead on symbolic environment design.

3. The Activist at Work (The Service)

- **Prompt Template:** A vibrant, cheerful digital illustration of a community garden with neighbors planting vegetables together, colorful flowers, bright sunny day, hopeful and inspiring atmosphere.
- *Why this works:* Words like "cheerful," "community," and "inspiring" push the AI to generate positive, safe imagery suited for a documentary.

4. Awards & Present Day Legacy

- **Prompt Template:** A close-up photograph of a wooden podium, with a modern glass community award trophy, blurred background of a community center hall, bright warm lighting.

Quick-Score Grading Guide

To make grading faster while you review videos, slides, or live interviews, you can add up the points from the three categories above:

- **11–12 Total Points = A** (Exceeds expectations; ready to showcase)
- **8–10 Total Points = B** (Solid work; met all core criteria accurately)
- **5–7 Total Points = C** (Project is incomplete or missing key biographical facts)
- **1–4 Total Points = D/F** (Needs major revision or resubmission)

 **Teacher Tip:** Give students a copy of this rubric *before* they start. If they are doing the AI Video or PowerPoint project, remind them that they cannot get a "4" in Creativity if their Text Evidence score is a "1" or "2"—historical accuracy must come first!



Post-Reading Activist Project Rubric

Criteria	4 – Advanced	3 – Proficient	2 – Developing	1 – Emerging
Use of Text Evidence	Includes 5 or more specific details from the biography (childhood, locations, work, family, and awards). Every fact is 100% accurate to the text.	Includes 3 to 4 specific details from the biography. Facts are generally accurate with no major errors.	Includes 1 to 2 details from the biography, or relies heavily on vague summaries instead of specific facts.	Little to no text evidence is used. Major factual errors or details do not match the biography.
Creativity & Media Execution	The format (slides, video, or interview script) is highly engaging, exceptionally organized, and uses media or storytelling to vividly bring the activist's legacy to life.	The project is well-organized, clear, and neatly executed. Media or presentation choices support the story well.	The project is complete but lacks organization or effort. Media choices feel random or distracting rather than helpful.	The project is disorganized, incomplete, or shows very minimal effort in its presentation format.
Neighborhood Connections	Masterfully connects the activist's goals to present-day needs, showing a deep understanding of why their community work matters today.	Clearly mentions the services the activist fought for and touches upon their lasting impact or modern relevance.	Mentions the activist's work, but fails to connect it clearly to the "present-day" or why it matters.	Omits the activist's goals or present-day legacy entirely.

The digital world seems to change daily. Here are some activities that can be done with current technology. These are media-rich, interactive activities that level up technology and presentation skills. These tasks focus on translating the facts of the biography into dynamic, modern formats.



Media & Presentation Activity Options

1. The "Present-Day" Interview (Roleplay & Speaking)

Since the biography covers the activist's life all the way up to the present day, students can simulate a modern-day podcast or talk show interview.

- **The Task:** In pairs, one student acts as a journalist/podcaster and the other plays the activist. They write and record a 3-minute interview.
- **What to include:** The script must feature at least four questions covering:
 - How their **childhood** shaped their passions.
 - The **work** they are most proud of.
 - A question about their current life or recent **awards**.
 - As part of the conclusion, What advice do they have for youth today who want to help their own neighborhoods?

*2. The 5-Slide Visual Pitch (PowerPoint / Canva)

Instead of a long slideshow, challenge students to create a highly visual, concise presentation meant to pitch the activist's *Life & Legacy* to a museum or textbook committee.

- **The Task:** Create a strict 5-slide presentation using Google Slides, PowerPoint, or Canva.
- **Slide Breakdown:**
 - **Slide 1: Title & Origins** (Name, childhood, and the places they have lived).
 - **Slide 2: The Catalyst** (Specific community problems/services they set out to fix).
 - **Slide 3: The Work** (The major actions and projects they completed).
 - **Slide 4: The Legacy** (Family support and the awards/accomplishments earned).
 - **Slide 5: Present Day** (Where they are now and why their story still matters).
 - **Last Slide: Closing** (Words and/or an image that clearly indicate the presentation is over, similar to "The End" or "Fin" at the end of a movie or cartoon).

3. AI Video Podcast Mini-Documentary (Digital Media)

Students use the biography as a script to generate a short, documentary-style video using modern AI tools.

- **The Task:** Students write a voiceover script based on the biography, then use AI tools to bring it to life as a 60-second video.
- **How it works:**
 - Students use text-to-speech AI (like ElevenLabs or standard screen-recording voiceovers) to read their script.
 - They use AI image generators (or copyright-free archives) to create visuals representing the activist's **childhood, neighborhood work, and accomplishments**.
 - They piece it together using a simple video editor (like CapCut or Canva) into a movie-trailer style documentary.

Step-by-Step Instructions for Students

If you assign these multimedia projects, use these instructions to guide their production phase:

1. **Storyboard & Script First:** 10 mins.

Before using any software or any camera, write your script or plan your slides. Use bullet points from the biography to make sure you have all the facts (childhood, work, milestones, awards).

 The 6-Slide "Life & Legacy" PowerPoint or Slides;
*[These steps also apply to *2. listed above and referenced below] The 5-Slide Visual Pitch*
PowerPoint or slides written down.

2. **Media Gathering & Asset Creation:** 25 mins.

Gather your assets or sources. For PowerPoint or slides, find high-quality images, make sure they are fair use. For the Video/Interview, check to ensure they hit every part of the biography.

Slide	Title	Focus / Content
:---	:---	: Set up your recording space or generate your AI images and voice clips.
Slide 1	Introduction	Project Name, your name, and a relevant image.

3. **Assembly & Editing:** 20 mins.

Put it all together. Build the slides, edit the audio, and review. |

Slide 2	Early Roots	Childhood details, family background, and where they grew up.
Slide 3	The Journey Map	A timeline or map of the different places they lived will stitch the video clips together. Keep a close eye on the clock—focus on the message before adding flashy transitions.

4. **Fact Check & Fair Use Check:** 5 mins.

Watch or read through your project one final time. Do you convey what they fought for? Make sure your external media is, "Fair Use".

Slide 5	Victories & Awards	Their major accomplishments and honors. Make sure all facts about the activist's life are accurate. Ensure all names and places are spelled correctly.
----------------	-------------------------------	--

Last Slide	Closing	Words and/or an image that clearly indicate the presentation is over, similar to "The End" or "Fin" at the end of a movie or cartoon.
-------------------	----------------	---

Sample Slides for above: <https://h1.nu/1xKIE>

AI prompts for Media Presentations:

1. The "Present-Day" Interview; Images/Video; (Roleplay & Speaking)

AI image generators can behave unpredictably if prompts are too vague. To get clean, historically respectful, and visually interesting results, students should use a **formula** for their prompts.

💡 **The Student Formula:** [Art Style] + [Specific Scene from Biography] + [Time Period/Setting] + [Lighting Mood]

Have your students copy and customize these templates based on their activist's life:

A. Childhood & Origin Scene

- **Prompt Template:** A warm historical oil painting of a young child sitting on a porch in [City Name] during the [1970s/1980s], looking out at a neighborhood street, soft nostalgic sunlight, high detail, school presentation style.
- *Why this works:* Specifying an art style like "oil painting" or "watercolor" avoids uncanny-looking AI human faces and keeps the image looking like a textbook illustration.

B. The Neighborhood Challenge (The Problem)

- **Prompt Template:** A realistic graphic novel style illustration of an empty city lot overgrown with weeds, a broken chain-link fence, overcast sky, dramatic lighting, representing a neighborhood needing community services.
- *Why this works:* It visualizes the *need* for activism without requiring complex explanations. It focuses on symbolic environment design.

C. The Activist at Work (The Service)

- **Prompt Template:** A vibrant, cheerful digital illustration of a community garden with neighbors planting vegetables together, colorful flowers, bright sunny day, hopeful and inspiring atmosphere.
- *Why this works:* Words like "cheerful," "community," and "inspiring" push the AI to generate positive, safe imagery suited for a documentary.

D. Awards & Present Day Legacy

- **Prompt Template:** A close-up photograph of a modern glass community award trophy sitting on a wooden podium, blurred background of a community center hall, bright warm lighting.

*2. The 5-Slide Visual Pitch (PowerPoint / Canva);

Embedded in the step by step instructions under the, 6 Slide "Life & Legacy" component.

3. AI Video Podcast Mini-Documentary (Digital Media)

The structured script template below is a sample of what students can use for their podcast, interview, or talk show activity. It is organized into clear sections so the interviewer and the student playing the activist can plug in facts directly from their chapter in Chicago Latina Trailblazers CLT.

AI Video Podcast Mini-Documentary (Digital Media)
 The Community Heroes Podcast: Script Template

Roles:

- **Host:** [Student Name 1]
- **Activist:** [Student Name 2], playing the role of [Activist's Name]

 Part 1: The Intro

Host:

Welcome back to the *Community Heroes Podcast*. I'm your host, _____ (Host Name). Today, we have a very special guest who has spent their life changing our world for the better. Joining us today is the incredible activist, _____ (Activist's Name)! Thank you for being here.

Activist: Thanks for having me! I'm happy to share my story with your listeners.

 Part 2: Childhood and Journeys

Host:

Let's start at the very beginning. Your biography mentions your childhood. Can you tell us a bit about where you grew up, and what your family was like back then?

Activist:

Of course. I grew up in _____ (City/Neighborhood). As a child, my family taught me to _____ (mention a detail about family or an early life lesson). Over the years, I also lived in places like _____ (another place they lived), which really shaped how I see the world.

 Part 3: The Work & The Neighborhood/Community

Host:

Every neighborhood has its challenges. When you looked around your community, what were the specific services you wanted to see built or improved?

Activist:

I noticed that our neighborhood really lacked _____ (service they wanted to see). I knew someone had to take action, so I started working to _____ (describe the specific work or project they did).

Host:

Wow, that must have taken a lot of hard work. What was the biggest obstacle you faced while doing that work?

Activist:

It wasn't easy. We had to overcome _____ (a challenge they faced), but we kept going because the community needed us.

Part 4: Awards & Present Day

Host: Your hard work definitely did not go unnoticed. Up to the present day, you have received some amazing recognition. Can you tell us about an accomplishment or award you are most proud of?

Activist: I was incredibly honored to receive the _____ (Name of Award/Accomplishment). To me, that award belongs to the whole neighborhood. Today, I am still living in _____ (Current Location) and looking toward the future.

Host: Before we go, what is one piece of advice you have for young people today who want to make a difference in their own neighborhoods?

Activist: My advice is simple: _____ (write a piece of advice based on the activist's values).

Part 5: The Outro; Closing or Conclusion

Host: Inspiring words. *Thank you so much* for sitting down with us today, _____ (Activist's Name). And to our listeners, thank you for tuning in. Remember, you don't have to grow up to be a hero—you can start changing your neighborhood today. See you next time!



Student Checklist Before Recording

Read script aloud *all the way through without* recording to practice pronouncing any difficult words, names or locations.

Make sure your voice sounds energetic (if you are the host) or passionate (if you are the activist).

Double-check that all the filled-in blanks perfectly match the facts in the biography!

AI & Website Safety Checklist
Chicago Latina Trailblazers — Multimedia Projects

Name: _____ Date: _____ Period/Hour: _____

Website/AI Tool(s): _____ Project: _____

Before using a website or AI tool to create or change **images, video, voice, music, or other media**, complete this checklist. Keep in mind: **Is the tool safe for students? Will you use it appropriately?**

1. Safety & Privacy

The tool is appropriate for my age. I know if my work, prompts, images, or recordings will be saved.
I am using my school account when required. I know whether other people can see what I create.
The site does not ask for unnecessary personal information.
I will not upload private information about myself or someone else.

2. Images, Voice & Video

I have permission to use identifiable photos, videos, or recordings of other people.
I will not clone or imitate someone's voice without permission.
I will not create a fake image, video, or recording that could harm, embarrass, or deceive someone.
If I portray a real Trailblazer, I will not make it appear that she said or did something without evidence.
AI-generated or significantly altered material will be identified when required.

3. Sources & Original Work

I can explain which parts of the project I created myself.
I will keep track of the AI tools and websites I use.
Information about a Trailblazer will be supported by the assigned chapter or another reliable source.
I will not present AI-generated information as a historical fact without checking it.
I have permission or a valid reason to use photographs, music, video, artwork, and other copyrighted material.

4. Before I Use the Tool

What will I use this tool to create or change?

Will I upload a real person's face, image, video, or voice?

No
Yes — I have permission.
Yes — I need to ask my teacher first.

Final Check

GREEN — OK TO USE: The tool meets the requirements above.

YELLOW — ASK FIRST: I am unsure about privacy, copyright, sharing, AI generation, or use of a real person's likeness or voice.

RED — DO NOT USE: The tool requires me to break an age restriction, reveal private information, impersonate someone without permission, or create harmful/inappropriate material.

Student Initials: _____ Teacher Approval, if needed: _____

Chicago Latina Trailblazers, CLT

Technology - Privacy and Safety Suggestions

Schools should evaluate websites and AI tools using two questions: **Is the tool safe for students?** and **Can students use it appropriately?** This is especially important for tools that generate or manipulate images, voices, video, or other multimedia.

School/Student Technology Vetting Checklist

Area	What to Check	Red Flags
Age Requirements	Minimum age, availability and parental consent requirements, of an education version.	Students do not meet the age requirement or requirements are unclear.
Student Privacy	What data is collected, stored, shared, or sold? Can students delete their data?	Unnecessary personal information or unclear data practices.
FERPA/COPPA	Compliance with district requirements and applicable student privacy laws.	Little or no information about student privacy protections.
AI Training	Are prompts, images, voices, videos, or student work used to train AI? Can this be turned off?	Student content becomes training data automatically or policies are unclear.
Accounts	Can students use school-managed accounts?	Personal email, phone number, social media, or unnecessary information is required.
Content Controls	Does the tool block sexual, violent, hateful, dangerous, or other inappropriate content?	Inappropriate content is easily generated or accessed.
Advertising	Are there ads, tracking, sponsored content, or outside links?	Adult content, behavioral advertising, gambling/dating links, or uncontrolled redirects.
Images	Can students create realistic images of real people?	Students can easily create deceptive, sexualized, or humiliating images of others.
Voice Cloning	Can users clone voices? What consent protections exist?	A person's voice can be copied without permission.
Video/Deepfakes	Does the tool allow face swaps, lip-syncing, avatars, or realistic manipulation?	Realistic impersonation is possible without consent.

Uploads	What happens to uploaded photos, recordings, documents, and videos?	Files are kept indefinitely or reused for unrelated purposes.
Copyright	How does the tool handle copyrighted music, images, video, characters, and other content?	Copyright rules are unclear or encourage unauthorized reuse.
Sharing	Are student projects private by default? Who can view them?	Projects automatically become public, searchable, or accessible to strangers.
Social Features	Does the site include messaging, comments, followers, galleries, or public feeds?	Students can communicate with unknown users without adequate moderation.
Reporting	Are blocking, reporting, moderation, and teacher controls available?	Inappropriate content or users cannot be easily reported.
Cost	What does the free version include? Can students make purchases?	Credit cards, aggressive upselling, or unclear recurring charges.
Accessibility	Does it support captions, keyboard navigation, screen readers, and transcripts?	Students with disabilities face unnecessary barriers.

Look Beyond the Homepage

Before approving a tool, review its **Terms of Service, Privacy Policy, Safety/Community Guidelines, and education policies**. Search for terms such as **student, child, minor, education, school, training, biometric, face, voice, retain, delete, share, sell, advertising, and third party**.

Create a **teacher test account** and try the same activities students will use. Upload a disposable test image, generate content, manipulate media, create synthetic speech, and test the sharing settings. Determine whether student work can be found or viewed by other users.

Additional Review for Multimedia AI

Tools that generate or manipulate **images, video, voices, or likenesses** require additional review. A tool may be appropriate for creating a fictional image but inappropriate for cloning a real person's voice.

For student projects:

- Obtain permission before using an identifiable person's **face, likeness, or voice**.
- Do not use AI to impersonate students, staff, community members, or other real people deceptively.
- Identify substantially AI-generated or manipulated material when required.
- Keep a record of AI tools and source materials used.
- Verify historical claims independently of AI-generated content.

Lower risk: Creating a fictional person, image, or voice.

Higher risk: Manipulating or imitating an identifiable real person.

Example: creating an original AI narrator for a historical documentary is different from generating a recording that makes a Trailblazer appear to say something she never said.

Simple Approval System

GREEN — **Approved:** Meets age requirements, provides reasonable privacy and content protections, controls sharing, and is appropriate for the assignment.

YELLOW — **Restricted:** Educationally useful but has concerns such as public sharing, AI training, voice cloning, or limited moderation. Teacher supervision or restrictions are required.

RED — **Do Not Use:** Age requirement violations, allows unsafe communication, provides inadequate content safeguards, exposes student information, or enables realistic impersonation without adequate protections.

Important

Approval of an AI platform does not automatically approve every feature within it. For example, a tool could be approved for text-to-image generation while its voice-cloning or face-swap features remain prohibited.

For additional guidance, consult the [U.S. Department of Education Student Privacy Policy Office](#), [FTC COPPA guidance](#), and [Common Sense Privacy Program](#).

These resources can supplement, but should **not** replace, district policies and review procedures.