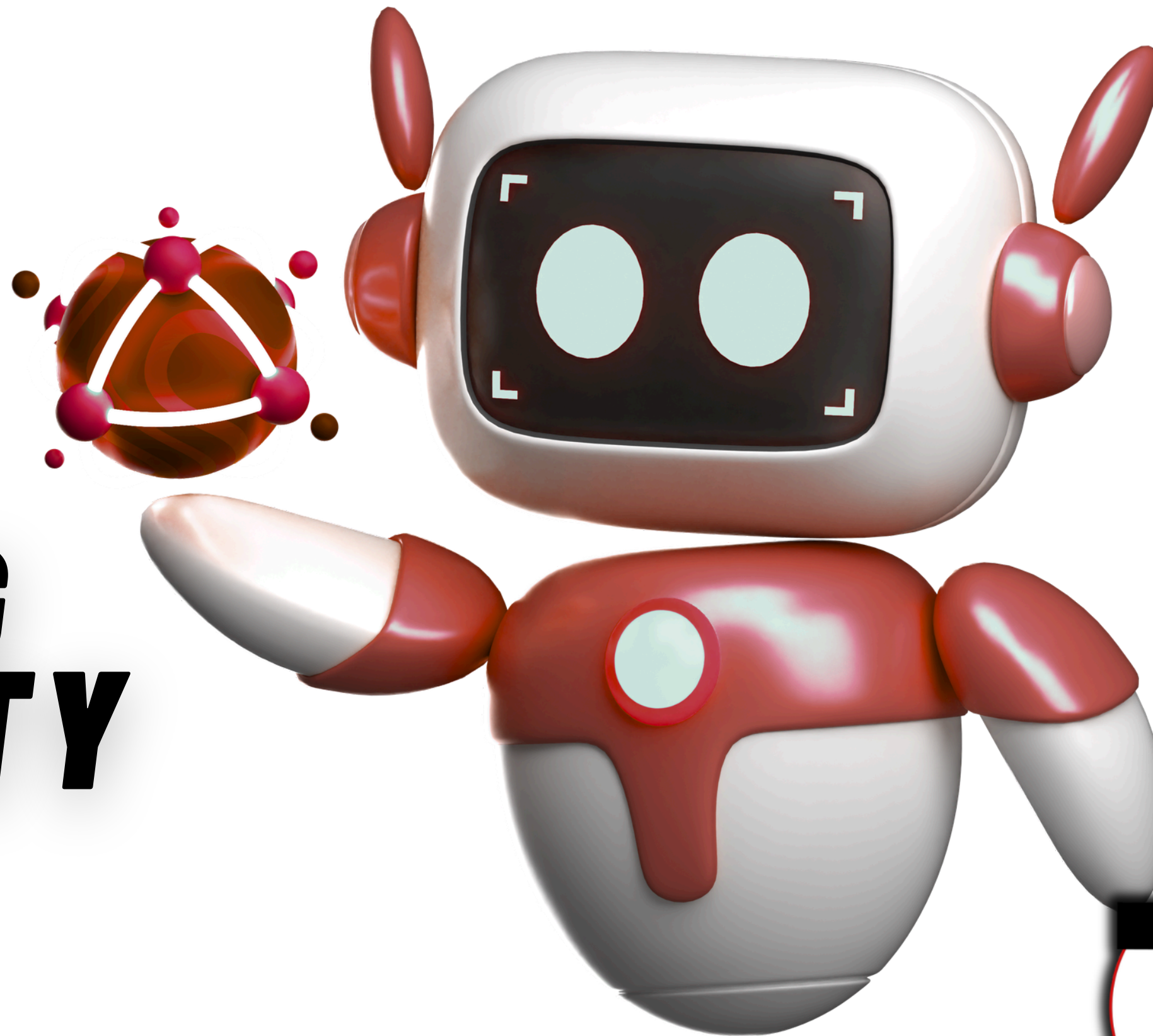


**AI
LEARNING
COMMUNITY
WORK**



THANK YOU



**FIRST
THINGS
FIRST**

- **Ali Steinhauser**
- **Breehan Davidson**
- **Becky Wickboldt**
- **Erin Carr**
- **Erin Wyatt**
- **Ivana Sieroslowski**
- **Jamie Haley**
- **Jon Hallmark**
- **Kerri Bongle**
- **Kara Dirst**
- **Keri Johnson**
- **Kristen Palic**
- **Leanne Walker**
- **Max Dolinko**
- **Melissa Robin**
- **Nichole Vipond**
- **Ryan McBride**
- **Suzy Lee**
- **Tara Oshinski**



OUR 2025–2026 MISSION



BUILD AI LITERACY

Equip staff & students with the knowledge and skills to use AI responsibly, ethically, and effectively.



STANDARDIZE TRANSPARENCY

Implement a clear, consistent method for indicating AI use on student assignments (starting with HMS) to support academic integrity.



ADOPT SECURE, EFFECTIVE TOOLS

Identify and pilot AI platforms that enhance teaching and learning while prioritizing data privacy, student safety, and equitable access.





PLEASE STAND UP

We'll go through the potential AI uses of students, and we'll ask you to sit down when you consider that use unethical



AI does student work for them with no thought by the student.

AI writes content but student edits based on learning from class.

Student rewrites AI generated content with own improvement ideas.

AI generates multiple drafts; student chooses best parts of AI drafts.

Student writes bullet points to include, but AI writes the draft.

AI guides student through writing process as "writing coach"

Student creates content until stuck; asks AI for help to get "unstuck"

Student writes a draft; AI writes a draft; student adds best AI ideas.

Student gathers stats/research via AI but creates all content on their own.

Student consults internet/AI for writing ideas but creates content on their own.

Student writes all content but asks AI for feedback to improve.

Student does all work without any assistance from AI, the internet, etc.

WHAT WE'VE BEEN UP TO

- **Stakeholder input:** Gathered insights from student panels and community survey data.
- **Drafting & Review:** Developed initial procedures and collaborated with the ELA Department for document editing.
- **Strategic Meetings:** Hosted an optional Early Release session and met with Learning Center (LC) Directors.
- **Communication:** Shared progress updates with the broader learning community.
- **Implementation Strategy:** Scoping out the “how-to” instructional plan on May 18.
- **Knowledge Sharing:** Present findings at ATM.

FUTURE:

- **May:** Share literacy updates during staff meetings
- **August:** Formal AI Literacy presentation during Institute days.
- **September:** Follow-up “circle back” during staff meetings.

****Draft guidelines shared in May 2026****



SCAFFOLDED LEARNING BY AGE



LOWER GRADES (K-2)

Focus: Safety & foundational understanding.

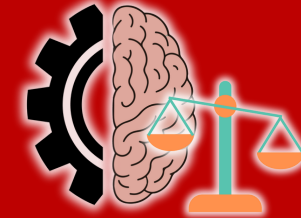
Key Concept: AI is not a human. Learning how to question information and safeguard mental health and digital footprint.



MIDDLE GRADES (3-5)

Focus: Exposure & real-world evaluation.

Key Concept: Understanding bias, recognizing AI limitations, and evaluating pros/cons of AI tools.



HIGHER GRADES (6-8)

Focus: Prompt engineering & ethical use.

Key Concept: Fact-checking for accuracy, avoiding plagiarism, and adapting to AI expectations in different settings.



WHAT IS HUMAN IN THE LOOP (HITL)?



INCREASED ACCURACY

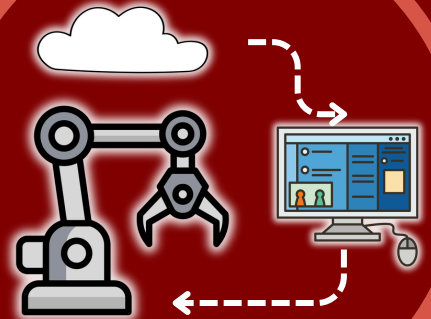
Humans catch AI mistakes, especially unique cases



REDUCING BIAS

Humans identify and fix unfair patterns.

STEP 4
AI REMEMBERS
The AI uses the correction to improve its future performance.



STEP 1
AI GATHERS DATA & TRAINS

The AI system analyzes information to learn.



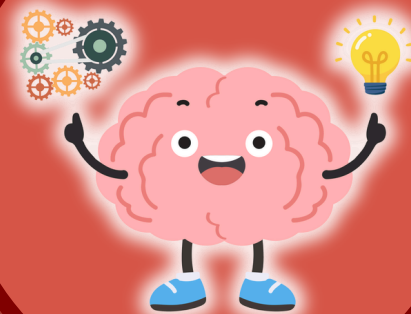
STEP 2
AI MAKES PREDICTIONS

BETTER DECISIONS
Leverages human judgment for complex problems



STEP 3
HUMAN REVIEWS & CORRECTS

A person checks the AI's work for accuracy and bias.

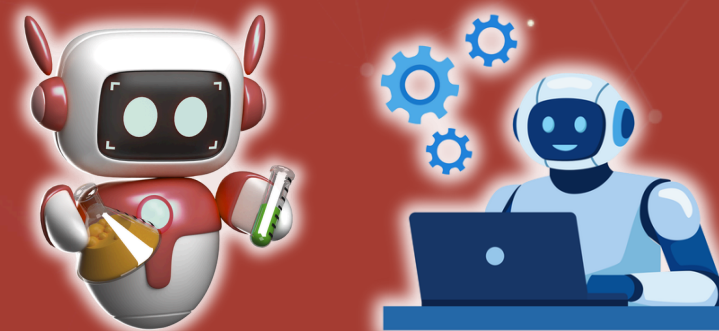


SAFETY & TRUST
Adds an oversight layer to prevent harm





VS



AI ENHANCING (AUGMENTATION)

- Works **ALONGSIDE** humans
- Boosts productivity & creativity
- Human makes critical decision
- AI handles repetitive, tedious parts
- Creates new, higher-level roles

HUMAN + AI = SUPERHUMAN

AI REPLACING (AUTOMATION)

- Takes over **ENTIRE** task
- Focuses on speed & cost reduction
- AI Makes operational decisions
- Reduces or eliminates human roles
- Leads to job displacement in specific areas

AI OPERATES ALONE



HOW AM I USING AI TODAY?

**BEFORE STARTING A TASK, ASK YOURSELF:
"IS THE AI HELPING ME LEARN, OR IS IT DOING THE THINKING FOR ME?"**

YOU ARE USING AI CORRECTLY IF:

- **You used it to find a better word for a sentence you already wrote.**
- **You asked it to explain a math problem you were stuck on.**
- **You used it to organize your messy notes into a clean list.**

YOU ARE NOT USING AI CORRECTLY IF:

- **You copied a paragraph, wrote it, and turned it in as your own.**
- **You let it find all your research facts without checking them in a book or on a website.**
- **You didn't tell your teacher that you used an AI tool.**



SO NOW WHAT?

- Communicate expectations to students (post in classroom & on assignments with the lights).
- Teach students HOW to cite properly.
- ONLY use the approved AI tools
- LC Directors supporting co-taught lessons per trimester for each grade level at developmentally appropriate levels.



RED LIGHT: NO AI

Do this work entirely on your own with no help from ai tools

YELLOW LIGHT: AI FOR IDEAS

Use AI to brainstorm or explain a concept, but do not let it write the final work.

GREEN LIGHT: AI AS A TOOL

You may use AI to help, but you must cite the tool and explain how you used it.



ALWAYS PROTECT YOUR PRIVACY

Never put your name, ID, or personal stories into an AI prompt.



USE AI WITH INTEGRITY

EMPLOY AI TO ETHICALLY
ENHANCE WORK, NOT
REPLACE IT

**BELOW IMPLY THAT "THE HUMAN IN THE LOOP"
IS APPLIED AND ENHANCING IS THE FOCUS.

YES

- Report card comments
- Newsletter
- Student feedback
- Planning
- Evaluation
- Report Writing

NO

- Uploading any
Special Education
Paperwork





QUESTIONS?

