GENERATIVE AI

Board Work Session

March 12, 2025 - 4:00 PM

CULTURE OF BELONGING

A culture where all are welcome, valued, and safe.

INNOVATIVE LEARNING

Academic experiences that engage, empower, and challenge every student.

BILINGUAL & BILITERATE

Multicultural skills that enable students to live, work, and communicate across cultures.

FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future.

HIGHLINE
PUBLIC SCHOOLS

Our Promise

Every student in Highline Public Schools is known by **name**, **strength** and **need**, and graduates prepared for the **future they choose.**

Purpose of our time

1 Giving the Board an overview of generative AI.

2 Providing examples of possible uses of generative AI in Highline.

3 Introducing how guidance and policy impact AI implementation.

4 Giving the Board information that will allow for policy work to support AI in Highline.

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Supporting Policies

Policy 2022

Policy 2026

Guidance and Policy

What guidance and policies are needed now to address immediate needs so that AI does not hinder learning in the future?

- Ensure that AI use complies with existing "digital" policies once updated (Policies: 2022 & 2026)
- Update supporting policies (named above) and applying new information

Next Steps

- Based on our review, our digital related policies are outdated. (Policies: 2022 & 2026)
- We will be bringing Acceptable Use Policy (AUP), Academic integrity back to give us the framework for future conversations to support our students in this topic.

Making Connections to Our Promise and Strategic Plan

Culture of Belonging: AI helps teachers identify student needs, leading to tailored instructional strategies. AI tools can analyze classroom data to assist educators in identifying specific areas where individual students may require additional support. These insights help foster a more inclusive learning environment by ensuring interventions reflect students' culture, identities, and support unique needs of individual students. By leveraging AI, educators can deepen their understanding of student behaviors and learning patterns, contributing to a classroom atmosphere where every student feels valued and supported.

Innovative Learning: AI provides tools for differentiated instruction and personalized learning experiences. It provides support for educators by automating administrative tasks and offering insights into student performance, freeing up time for more effective teaching. AI introduces students to practical applications in various careers and aids in the professional development of educators, keeping them updated on the latest technological advancements. AI can enhance accessibility by providing alternative formats for learning materials, such as audio descriptions, subtitles, and translations. This ensures that all students, inclusive of their abilities and home language, can access the same content.

Bilingual & Biliterate: AI offers personalized language learning experiences, leveraging natural language processing to help students become proficient in multiple languages. Used well, AI can provide targeted translations at strategic points to support a student's growth as a biliterate learner. Additionally, the use of generative AI can foster multiculturalism by providing tailored educational content that reflects diverse cultural perspectives, promoting understanding and inclusion across different cultures.

Future Ready: AI plays a critical role in equipping students with the essential skills and adaptive mindsets for success in a constantly involving career landscape, focusing on information literacy, digital citizenship, and digital literacy. These capabilities ensure that the thoughtful use of generative AI empowers students to effectively and ethically navigate, evaluate, and both use and generate information in a digital world, equipping them for the future they choose.

OUR PROMISE

CULTURE OF BELONGING — A culture where all are welcome, valued, and safe.

INNOVATIVE LEARNING — Academic experiences that engage, empower, and challenge every student.

BILINGUAL & BILITERATE — Multicultural skills that enable students to live, work, and communicate across cultures.

FUTURE READY — Students explore possibilities and develop mindsets that prepare them for a changing future.

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Why is this important now?

FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future.

Generative AI Overview

Common Perspectives on AI

AI is

- Online and in-store shopping
- Robotic tractors, precision agriculture
- Warehouse Fulfillment
- Credit Card Fraud Protection
- Insurance Rates
- NASA images from space
- Text to Speech
- Foreign Language Translation
- Mapping and Navigation

It is in all of our lives and industries.

AI is not

- Alive
- Smarter than us
- Killer robots
- Only for geniuses
- Only for people in tech cities
- Always physical. It is inside our computer software and phone apps.

And it is not going away.

Generative artificial intelligence takes in prompts in many forms, often natural human language, and creates new content such as images, texts, or audio. This "new" content is generated from statistical patterns found in vast datasets, resulting in images, text, and media that replicate features found in the dataset.

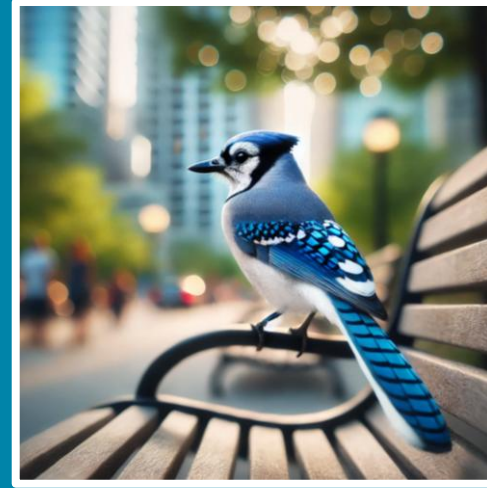ChatGPT

Copilot

Claude.ai

Midjourney

Character

Gemini

Prompting

- Prompting is the skill of describing to the AI what you would like to see and in what format you would like to see it in.

- Anyone that can communicate through text (typing, speech-to-text, etc…) has the necessary skill to prompt.

- Context is king.

Please draw a bird

Please draw a bluejay on a park bench in a city that Blue Jays would normally habitat.
The setting is a park where the background is blurred. Use Bokeh for the bird.

Without parameters Generative AI will attempt to "please you" with the prompt response. **Context is king.**

How can AI be used to **develop** and **further** EACH student's educational goals?

Education with AI is

- Personalized learning: More practice problems for struggling students, more advanced concepts for students who are ahead
- Differentiation in seconds
- Increased student persistence
- Handwriting conversion to digital
- Text to speech, speech to text
- Language Translation

Education with AI is *not*

- Replacing teachers
- Going to solve every problem
- One more thing that needs to take a lot of time for busy educators
- Another subject that must be separate from other subjects

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"AI is good at describing the world as it is today with all of its biases, but it does not know how the world should be."

~Howard Ross (Activist)

Generative AI Considerations

Equity:

Ensures all students have equal access to AI tools and resources, preventing a digital divide.

Ethics:

Addresses the moral implications of AI in education, such as data privacy and the role of AI in decision-making processes. (WA AI Guidance. Pg. 12; HPS Guidance)

Bias:

Confronts the potential for AI to perpetuate or amplify biases found in data, stressing the need for critical evaluation of AI outputs.

Equity in the use of AI

Equity:

Ensures all students have equal access to AI tools and resources, preventing a digital divide.

Equity in AI = Access & Understanding

Access:

How do we ensure all students have the access that they need to safe and secure AI tools and appropriate instruction to not widen achievement gaps?

Understanding:

How do we ensure all students have the grounding in digital citizenship, digital literacy, information and AI literacy to participate in a digital world?

Ethics in the use of AI

Ethics:

Addresses the moral implications of AI in education, such as data privacy and the role of AI in decision-making processes.

Integration to support ethical use

5 Step Scaffolding Scale for Students

Level 1 No AI Assistance	Level 2 AI-Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

Human Inquiry
HAH
Human Empowerment

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BIAS
in AI

Confronts the potential for AI to perpetuate or amplify biases found in data, stressing the need for critical evaluation of AI outputs.

Bias Example in Prompting

Prompt: *Please create an image of a nurse treating a patient.*

Refinement: *Recreate with an alternate representation of the nurse.*

Bias is built into the Generative AI data sets. Refinement is necessary to offset bias and provide precise context. **Context is king.**

AI in Highline

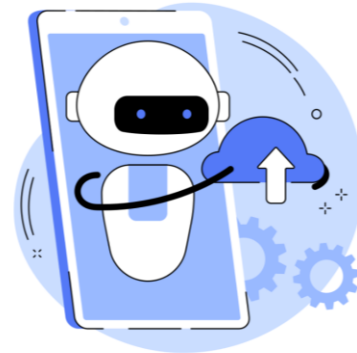How do we support equitable, ethical and non-biased AI use in Highline?

Washington State AI Guidance

OSPI Human-Centered AI Guidance for K-12 Public Schools

TAKE A HUMAN-CENTERED APPROACH
H - AI - H

Human Input
AI Output
Human Interaction

Generative AI Use in Highline is…

A.K.A Principles And Values

Human Centered

Safe & Secure

Equitable & Inclusive

Purposeful & Beneficial

Human Centered

Human interaction and discernment are not left out of the process.

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Safe & Secure

We practice digital citizenship standards to protect information and self.

Equitable & Inclusive

Our AI practice considers and accounts for ALL.

Purposeful & Beneficial

We are not "doing AI".

AI Ambassadors (AIA)

Purpose: Defines the goals and objectives of implementing AI within the district, aligning with educational outcomes and district mission.

Composition/Future Composition: Outlines the current and planned structure of teams or systems managing AI, ensuring adaptability and sustainability.

- Principals, Teachers, Administrators, Specialists. Students

Prompt: *Create a square image of a robot hand shaking a human hand. The human hand has 4 fingers and a thumb.*

Highline AI Guidance

HPS AI Vision

What we see as the purpose and potential of generative AI for Highline.

Instructional Guidance

Instructional guidance and best practices for generative AI use in schools.

Operational Guidance

Operational guidance and best practices for generative AI use for district staff.

Principles for Responsible AI at Work

Privacy and security.

Clear protocols for maintaining privacy and data security are communicated and reiterated for all employees.

AI Training and Development.

Provide continuous employee training and development to ensure the safe and responsible use of AI-powered tools.
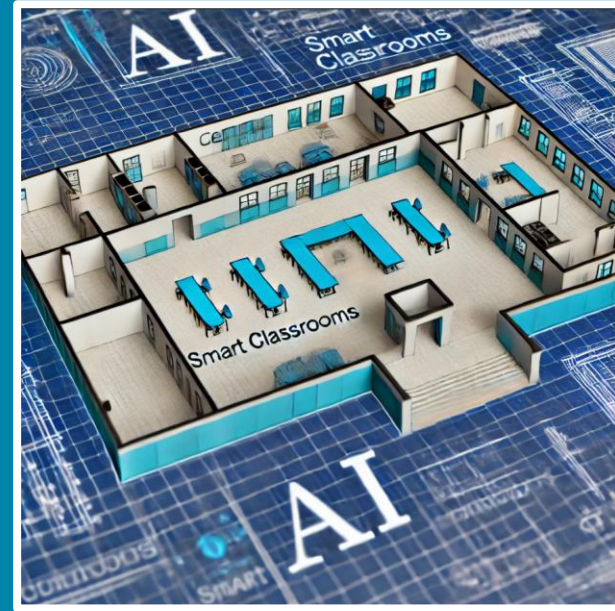
Clear and concise guidelines.

Staff are given specific information about what is acceptable in terms of AI use in their work and where caution is necessary.

Disclosure of AI Use.

A method of transparency for the circumstances that use of AI to complete tasks needs to be disclosed.

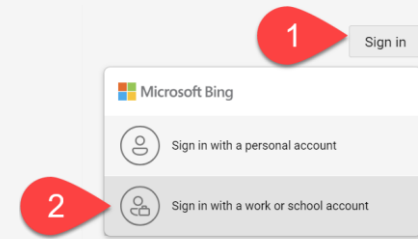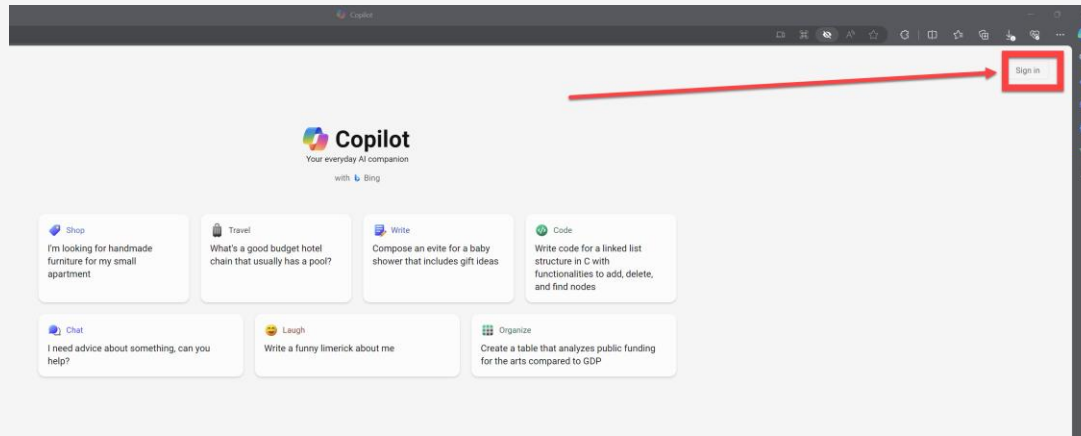# **Application of Generative AI**

Prompt: *Create an image of a blueprint that looks to be building an "AI guidance plan". Regenerate this with the blueprint being an architectural diagram for a school being built with some AI components.*

From the Microsoft Edge browser… go to https://copilot.microsoft.com/

To open **Copilot** *Your everyday AI companion* do the following:

1. Click Sign in (Right corner)
2. Click Sign in with a work or school account

You are free to use another AI assistant if you have access.

AI FOR DOCUMENT REVIEW

PURPOSE:

Understand and condense large volumes of text into concise summaries.

Steps for Summarization

1. Download files from email. Subject: AI Work Session Demo - (SB5263; SB5307)
2. Save files in your Documents folder.
3. Open the Edge browser.
4. Go to the following URL. copilot.microsoft.com
5. Click Sign-In
6. Enter your district email address and password.
7. Complete MFA (if necessary)

BASIC PROMPT

Summarize the attached document.

INTERMEDIATE PROMPT

Please provide a detailed summary of the attached document and categorize its contents into key themes and sections. Highlight the main points, arguments, and any significant details that are relevant to understanding the document's purpose and implications.

Next Steps & Action Items

Prompt: *Create an image of a small group of students looking through a portal into a futuristic classroom where experiential learning is taking place.*

Supporting Policy Work

Guidance & Best Practices

Ongoing District PD on AI

Stakeholder Communication

Discussion / Questions

➢ What questions do you have about generative AI use in Highline?

➢ Is there additional information you need on the future policies and guidance that support this work?

Prompt: *Create an image of a dart board where the flight on the darts are question marks. There should be at least 5 darts sticking out of the board.*

Thank you!