

South High School

In-Service

August 12, 2025



PLEASE TAKE THIS SURVEY AS YOU ARRIVE:

<https://tinyurl.com/2b4wj898>

Reflection from August 11

Success Criteria from Yesterday:

I can describe what Tier 1 academic strategies look like in my classroom.

I can describe what Tier 1 behavioral strategies look like in my classroom.

I can describe what Tier 1 social-emotional strategies look like in my classroom.

I can explain how MTSS relates to our building and district goals.

I understand my role and the expectations of ELO programming to meet building goals

I am able to reflect on my current practice and use feedback to guide goal-setting and actions.

What did you talk about in your PLC meetings yesterday?

Share some of the strategies that you came up with.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Don't forget!

Write yourself a reminder to celebrate with a colleague about something they are looking forward to!



LISC

Learning Intentions

We are learning how to apply district AI guidelines, safety protocols, and Skyward procedures to ensure a safe, ethical, and efficient school environment.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Success Criteria

I can explain the key expectations and approved practices for using generative AI tools in our district.

I can apply our school's safety protocols appropriately in different emergency scenarios.

I can accurately complete required tasks in Skyward while following district guidelines for confidentiality and documentation.



Kelly Education Services

- Substitutes
- Process
 - Frontline
 - Instructions

KELLY®

educational
staffing



ELO Expectations

- Conference with students
 - Grades
 - Attendance
 - Tardies
 - PAW dispositions
 - IPS
- Implement the programming outlined in the ELO slides
 - Character Strong
 - Challenges
 - Week 1 & 2 calendar review



Darcy Brown

Facilities Manager



Tournament



Rock, Paper, Scissors



Rock beats scissors.

Best 2 out of 3 Wins

Round 1: Table

Round 2: Green vs. Gold

Round 3: 1 v. 2, 3 v. 4, 5 v. 6, 7 v. Admin

Round 4: Pair & Play

Round 5: Pair & Play

Final Showdown



Paper beats rock.



Scissors beats paper.



Last Name	First Name	Building
Cullins	Trey	Central HS
Thacker	Amanda	Central HS
Johnson	Michelle	CKCIE
Denham	Tristen	Coronado
Hoff	Jamie	Cottonwood
Scott	Sherrie	Heartland
Morton	Ivanna	Heusner
MacKinney	John	Lakewood
Toms	Renee	Lakewood
Burnett	Kristyn	Meadowlark
Tompkins	Darby	MIS
Guldner	Matthew	Oakdale
Armstrong	Amy	Schilling
Fox	Kristen	South High
Mahler	Lisa	South High
Curry	Luke	South Middle
Freeman	Amanda	South Middle
Carpenter	DeAnna	Stewart
Skidmore	Nicole	Sunset
Chavarria	David	BOE
Cullins	Deanna	BOE

AI Guidelines

Development Team





SALINA
Public Schools

Generative Artificial Intelligence Acceptable Use Guidelines

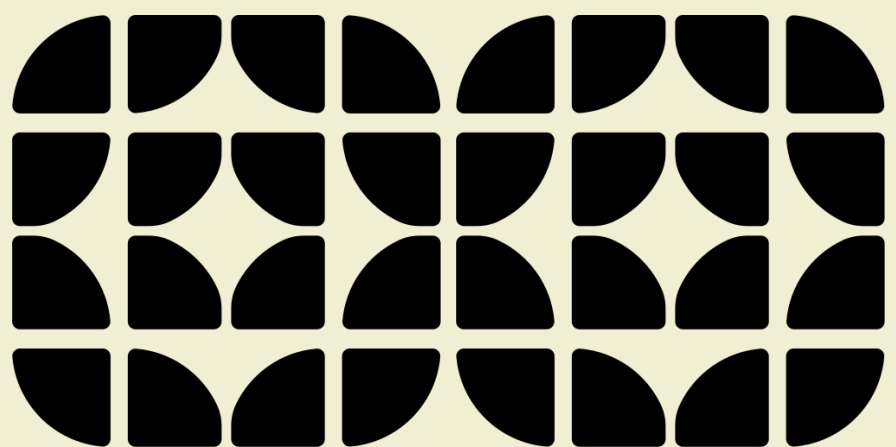
Navigating the Future of AI in Education

Salina Public Schools acknowledges Generative AI (GenAI) as a tool that can enhance learning experiences and prepare students for an ever-evolving future.

Recognized a need to:

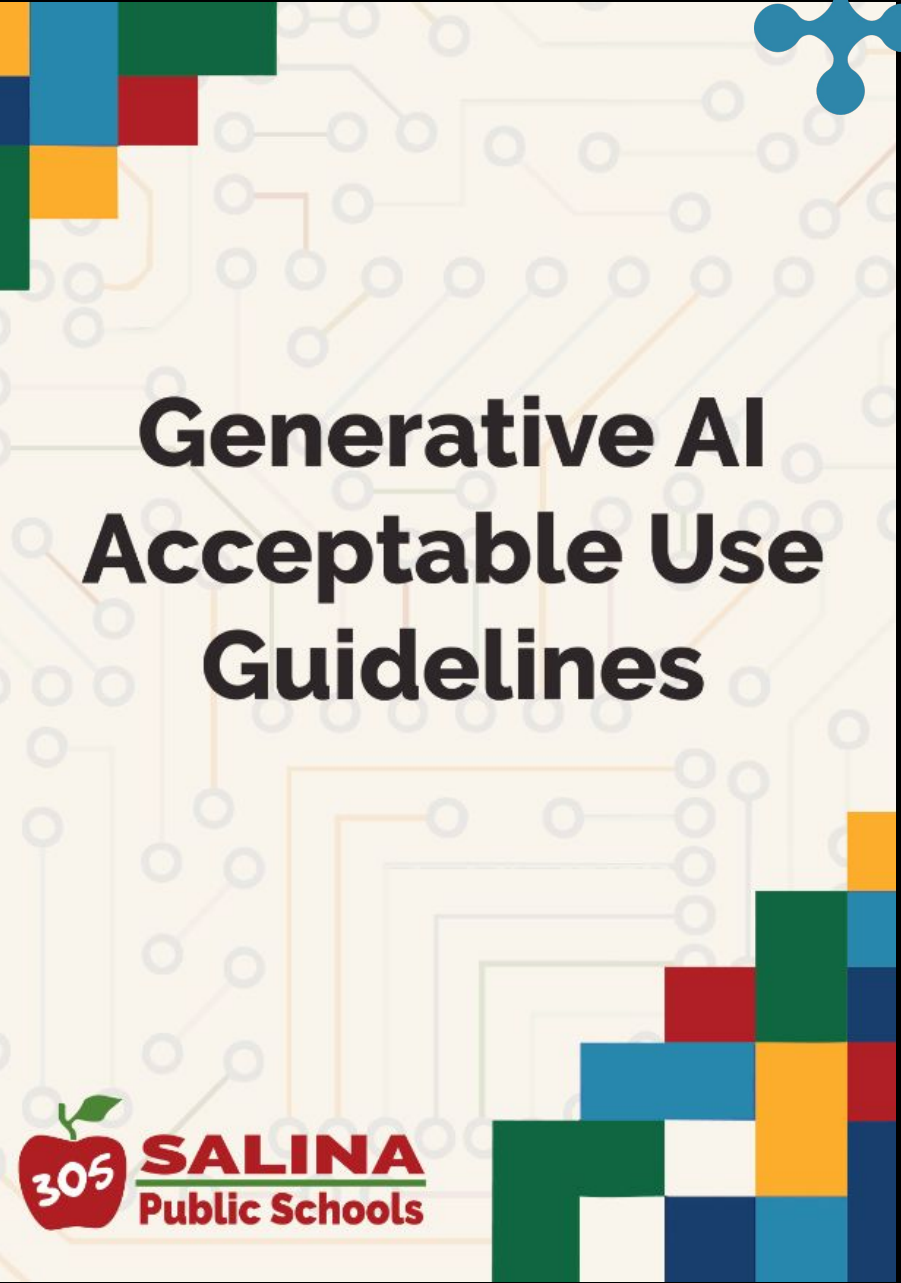
- *Provide guidance to staff and students that ensures responsible, ethical, and legal use of AI tools in our district.*
- *Maintain high standards of integrity that align with our district strategic plan goals to increase students' communication, critical thinking, and social-emotional skills.*





SPS GenAI Acceptable Use Guidelines

- 
- **Developed by USD 305 Teachers and Administrators**
 - 1-2 representatives from each building
 - **Researched nationwide GenAI Guidelines**
 - **Designed system for SPS vetted and approved GenAI tools**



Generative AI Acceptable Use Guidelines



GenAI Use Expectations for Staff

- Read and follow all GenAI Guidelines
 - Find on SPS Website or Shareportal
- Use only SPS approved GenAI tools
- Explore tools for yourself to understand benefits and risks
- Teach ethical and responsible use to students

Guidelines Protect

Bias and Discrimination

- GenAI responses may lack understanding of context, which can lead to mistakes, incorrect facts, or biased information

Safety and Privacy

- GenAI tools may collect user data, and can violate student privacy

Compliance with Federal Laws

- FERPA, CIPA, & COPPA protect students against harmful content and ensure data privacy
- IDEA & Section 504 guarantee accessibility and equal access





Guidance for Students

GenAI can support content creation and idea generation but cannot replace human innovation, emotional understanding, or original thought. Students are encouraged to use GenAI as a learning aid, not as a substitute for their own work. Parental consent is required at enrollment for students under 18 to access GenAI tools. Misuse of GenAI is considered academic dishonesty and will be addressed according to the student handbook. All use of GenAI must also comply with the Technology Acceptable Use Policy; violations will result in disciplinary action.

Benefits to Students	Risks for Students
Personalized Learning <ul style="list-style-type: none">GenAI creates tailored study materials, summaries, quizzes, and visual aids, supporting individual learning needs and review. Creative Exploration <ul style="list-style-type: none">GenAI can be used to generate ideas/content across subjects like writing, art, and music. Tutoring <ul style="list-style-type: none">GenAI-powered assistants offer 24/7 homework support and supplement classroom learning. Future-Ready Skills <ul style="list-style-type: none">Understanding GenAI equips students with computational thinking, data analysis, and problem-solving skills essential for future careers.	Academic Dishonesty <ul style="list-style-type: none">Plagiarism and cheating can occur when students copy from GenAI tools without approval or adequate documentation and submit AI-generated work as their original work. Misinformation <ul style="list-style-type: none">GenAI can generate false or misleading content, distorting understanding. Bullying & Harassment <ul style="list-style-type: none">GenAI can be misused to manipulate media and impersonate others, harming student well-being. Over-Reliance & Inequality <ul style="list-style-type: none">Excessive trust in GenAI hinders learning and increases the digital divide, potentially creating unequal access to resources.

Appropriate GenAI Use by Students	Inappropriate GenAI Use by Students
Idea Generation & Brainstorming <ul style="list-style-type: none">Spark creativity by suggesting themes, topics, or concepts for writing, projects, and problem solving, and assist in creating digital media. Research Assistance & Summarization <ul style="list-style-type: none">Quickly grasp key ideas through summaries – always verify accuracy with the original source. Language Learning & Grammar Support <ul style="list-style-type: none">Offers grammar and vocabulary feedback and language practice, but shouldn't replace students' own writing efforts. Creative Writing & Style Exploration <ul style="list-style-type: none">Helps students explore different writing styles and provides prompts to inspire original work. Exploration & Tutoring <ul style="list-style-type: none">Offer visual aids, step-by-step problem explanations, and virtual simulations to enhance understanding.	Academic Dishonesty & Plagiarism <ul style="list-style-type: none">Generate partial or entire essays, reports, or assignments and submit them as original work. Use GenAI to plagiarize or repurpose someone else's work without credit. Misuse in Assessments <ul style="list-style-type: none">Using GenAI to solve test questions or problems without understanding undermines learning. Misinformation & Ethical Violations <ul style="list-style-type: none">Producing false information, deep fakes, or misleading content, misrepresented as verified research. Over-Reliance on AI <ul style="list-style-type: none">Using GenAI as a replacement for critical thinking or blindly trusting its output weakens learning and judgment. Privacy & Safety Concerns <ul style="list-style-type: none">Sharing personal data with GenAI tools and using them without appropriate supervision can lead to privacy violations and exposure to inappropriate content.

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A Glance Inside the

Guidelines for

- **Benefits**
 - study material and quizzes
 - homework tutoring assistance
 - creative exploration
- **Risks**
 - plagiarism and misinformation
 - bullying through manipulated media
 - over-reliance and excessive trust
- **Appropriate/Inappropriate use**

A Glance Inside the

Guidance for

• Benefits Teachers

- support lesson plans, generate activities and differentiation ideas
- create content questions
- provide timely feedback
- write professional correspondence

• Risks

- reliance on tools for grading or plagiarism detection
- using tools that violate student data



Guidance for Teachers

Teachers can use GenAI to support lesson planning, generate activity ideas, and develop learning materials. All AI-generated content must align with curriculum standards and learning intentions. Before teachers integrate a GenAI tool into instruction, they must first check if the tool is on the district-approved list of tools. If not, teachers need to submit a Software Request Form to MIS.

Benefits to Teachers	Risks for Teachers
Content Development & Differentiation <ul style="list-style-type: none">Supports differentiated instruction by suggesting lesson plans, generating visuals, and creating customized materials based on student needs and skill levels. Assessment Design & Analysis <ul style="list-style-type: none">Supports assessment by generating questions, providing feedback, designing adaptive tests, and identifying learning gaps. Professional Development <ul style="list-style-type: none">Guides educators with personalized recommendations for teaching strategies, collaborative projects, and simulation-based training. Ethical Decisions <ul style="list-style-type: none">Understanding GenAI and its ethical implications helps educators make informed choices and teach students responsible use.	Societal Bias <ul style="list-style-type: none">GenAI can reflect human biases in its training data, potentially reinforcing stereotypes or leading to unfair outcomes, like misidentifying plagiarism by non-native speakers. Human Agency & Accountability <ul style="list-style-type: none">Maintaining human agency and accountability is crucial – GenAI should support, not replace, the role of educators. Student Work Evaluation <ul style="list-style-type: none">GenAI tools should not be solely relied on for grading or plagiarism detection due to their limitations. Teachers are still responsible for evaluation, feedback, and appropriate use of these tools. Privacy Concerns <ul style="list-style-type: none">Educators must be cautious when inputting data into GenAI, as it may be stored or used to retrain models.

Risk Mitigation for Teachers

- Only use GenAI tools that are approved by the district.
- Explore GenAI tools yourself to ensure accuracy, relevance, and appropriateness.
- Clearly communicate with students when and how GenAI tools may be used, and design assignments that emphasize the learning process through personal context, original thinking, or data collection.
- Teach students to evaluate GenAI for accuracy and bias, and to develop and share content responsibly.
- Maintain human oversight and evaluation by critically reviewing AI-generated content.

Guidance for

Only Use APPROVED GenAI Teachers

Tools

- All GenAI tools *must* be vetted and approved before use in the classroom
- Approved list of GenAI tools is on district website and Shareportal - updated in real time
- If interested in a new GenAI tool, submit a **Software Request form** on Shareportal to MIS



Salina Public Schools - Student GenAI Tool Use Approvals			
GenAI Tool		Approved or Not Approved	
		Elementary	Secondary
	Canva Education		
	SchoolAI		
	Magic School AI		
	Gemini (Google Workspace)*		
	OpenAI (<i>ChatGPT, DALL-E</i>)		
	Consensus AI		
	Claude		

Guidance for



GenAI Acceptable Use Scale

- Designed for all K-12 students
- Provides clarity to students on the level of AI permitted on assignments
- Teach students how to use AI appropriately with transparency



Salina Public Schools Generative AI Acceptable Use Scale

AI Eliminated	<ul style="list-style-type: none">• Work must be completed entirely without any AI assistance.• Any AI use is a violation of student academic honesty policy.
AI Assisted	<ul style="list-style-type: none">• AI is used for tasks as specified by the teacher in the development of the final product.• Teacher may require students to report how AI was used with the final product.• Usage beyond specified tasks is a violation of student academic honesty policy.
AI Enhanced	<ul style="list-style-type: none">• AI is used interactively throughout to enhance student knowledge, efficiency, & creativity.• Student must exercise human oversight to verify that the content is accurate, aligns with ethical use guidelines, and demonstrates their own understanding and effort.• All AI tools used and how they were used must be cited appropriately.• Usage beyond specified tasks is a violation of student academic honesty policy.

Teachers maintain full discretion on the level of GenAI use at all times.



Guidance for Administrators

Administrators play a key role in ensuring responsible GenAI use in SPS. They set clear guidelines, promote equitable access, and model ethical practices. By modeling informed use, they support SPS strategic plan goals for critical thinking, communication, and social-emotional growth while upholding academic integrity. Administrators must also ensure compliance with data privacy laws, model ethical GenAI use, and address any violations of the district's *GenAI Acceptable Use Guide* through appropriate interventions.

Benefits to Administrators	Risks for Administrators
Operational Efficiency <ul style="list-style-type: none">Streamline school operations with tools for scheduling, inventory, energy management, and performance evaluations. Data Analysis <ul style="list-style-type: none">Analyze educational data to identify trends in student performance, attendance, and engagement for personalized instruction. Communication <ul style="list-style-type: none">Draft communications, deploy chatbots, and provide instant language translation within the school community. Professional Development <ul style="list-style-type: none">Tailor professional development and content to individual staff interests and career stages.	Compromising Privacy <ul style="list-style-type: none">GenAI systems pose risks of collecting sensitive personal data, storing conversations, and tracking learning patterns. Data breaches and misuse are significant concerns if not adequately secured and anonymized. Surveillance Concerns <ul style="list-style-type: none">GenAI monitoring raises issues of consent, bias, emotional impact, and potential misuse of data. Recruitment Discrimination <ul style="list-style-type: none">GenAI systems trained on biased historical hiring data can perpetuate discriminatory selection practices based on factors like university affiliation, gender, or age.
Risk Mitigation for Administrators	
<ul style="list-style-type: none">Ensure GenAI tools comply with all relevant policies, privacy laws, and ethical standards.Educate staff on potential bias in GenAI systems to encourage informed and responsible use.Require GenAI tools to disclose how personal data is used to protect confidentiality and prevent misuse.Use GenAI to support—not replace—human judgment. For instance, it may screen out unqualified candidates, but final decisions should be made by people.	

A Glance Inside the

Guideline for

• Benefits Administrators

- streamline operations (schedules, emails)
- analyze data to identify trends
- research engaging professional development

• Mitigate Risks

- ensure GenAI systems do not breach data security and privacy laws
- ensure equitable access without discrimination

Helpful GenAI Quick Hitters



- Use GenAI to support, not replace, quality instruction, learning, and collaboration.
- *Understand that using GenAI comes with responsibilities - think critically, act ethically, and consider potential risks.*
- Teachers maintain full discretion on the level of GenAI use by students at all times.
- *Set clear expectations for how and when GenAI may be used in class - and teach students how to cite when necessary.*
- Do not rely on AI detectors (Turnitin, GPTZero, etc.) - they are not always accurate, especially for multilingual learners.



Helpful GenAI Quick Hitters

Salina Public Schools - Student GenAI Tool Use Approvals			
GenAI Tool		Approved or Not Approved	
		Elementary	Secondary
	Canva Education	✓	✓
	SchoolAI	✓	✓
	Magic School AI	✓	✓
	Gemini (Google Workspace)*	✓	✓
	OpenAI (ChatGPT, DALL-E)	✗	✗
	Consensus AI	✗	✗
			

Check list of approved GenAI tools on website prior to submitting a Software Request Form to MIS (Shareportal)



Salina Public Schools Generative AI Acceptable Use Scale

AI Eliminated

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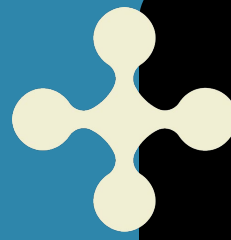
Six Simple GenAI Rules for the Classroom and Home

Ask for Permission	✓ Always ask your teacher or parent before using a GenAI tool. ✗ Don't use GenAI to chat with strangers or visit unknown websites.
Keep Personal Info Private	✓ Use GenAI without sharing your name, address, or personal details. ✗ Don't enter private information into GenAI tools.
Be Safe & Kind	✓ Use GenAI for good—like learning, creating, and exploring. ✗ Never use GenAI to say mean things or create harmful content.
Be a Smart GenAI User	✓ Use AI to help with learning, like checking spelling or getting ideas. ✗ Don't copy everything AI says—think for yourself!
Think Before You Believe	✓ Check GenAI's answers—sometimes it makes mistakes! ✗ Don't trust everything GenAI says without verifying it with a teacher or book.
Be Creative, Not Just Copying	✓ Let GenAI give you ideas, but always use your own words. ✗ Don't use GenAI to do all your work for you—learning is about trying!

Use SPS Acceptable Use Scale on K-12 student assigned activities for clarity on GenAI use.

Post GenAI Acceptable Use Scale and Six Simple GenAI Rules as a tool to teach students of appropriate use.

**Let's work
together to make
this transition
into a world of AI
in Education
beneficial to all!**



Break

Make sure you have picked up your:

- Pink Crisis Manual
- Teacher Crisis Sign



Safety

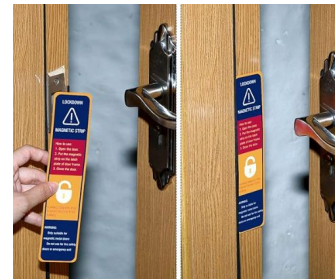
- Procedures
- Crisis Review
- Scenarios
- Drill schedule
- Q/A





Safety

- Run-Hide-Fight
 - Run-Hide- Fight Protocol
 - ([FBI Run-Hide-Fight Video](#))
- Threat Assessment Team
 - Resources
- Stopit App
- Pilot magnetic strips for doors



Crisis Manual

1. Locate AED devices
2. Change of terminology

Match the crisis announcements



Follow-up Questions from April 28

- Student locked out of classroom?
 - Tell them through door to find another room or run.
- Please unlock your door for law enforcement officer (LEO)
 - Assailant is finding path of least resistance, not stopping to persuade you to unlock the door
 - If LEO can relock your door, they will.
- Some LEOs may not be well identified due to their assignment or what they stopped doing to respond
- When LEOs are announcing and entering your room, keep your hands visible and a simple “we are okay” or “we are safe”
- If you barricaded your room, un-barricade so LEO can clear room
- PD and school discussed color coding maps/sign on doors for FLC/ALC

Follow-up from April 28

A multitude of meetings and discussions have occurred over the summer since the SHS Lockdown incident. Now is your chance to ask questions that may not have been answered.

Discussing the difference between a Lockdown and an Active Intruder

- Lockdown- All students and staff to the nearest classroom, lock doors, remain calm, take attendance, await further instructions.
- Active Intruder- If safe to do so, evacuate the building or barricade/lock self/students into room. This is where Run, Hide, Fight comes in.

Group Activity

Humanities 1st floor—meet in 1109

Humanities 2nd floor—meet in 2113

STEM 1st floor—meet in 1309

STEM 2nd floor—meet in 2303

Performing Arts—meet in 602

PE, Edson, Zadina—meet in 1236

Special Education—meet in 1225



Scenarios

Lock down

SPD was chasing an armed suspect who crashed on Magnolia outside SHS and fled the scene on foot and is believed to be in the area.

Administration activates the Lockdown procedure.

What do you do?

Intruder

You're halfway through Block 3 when you observe an unknown female walking through YOUR classroom hallway carrying a long gun by her side, headed towards the commons.

What do you do?



Group Activity Follow-up

Share out how each of the scenarios were handled.

Questions?

Intercom problems?



Crisis Team

Dr. Jones, Mr. Quinn, Mrs. DeVoe, Mr. Stuart,
Mr. Allen, Mr. Brown, Ms. Bruce, Mrs. Chamberlain,
Mrs. DeWitt, Mrs. Froome, Mrs. Fox, Mrs. Harvin,
Mr. Jones, Officer Kuhlman, Mr. Massey, Nurse Pierce,
Mr. Seibel, Mrs. Shultz, Mr. Thornton,
Mrs. VanDeCreek, Mr. Weir, Mrs. Work, Mrs. Zadina



Drill Schedule

Fire:

August

October

March

May

Tornado:

September

March

Crisis:

November

February

April



Skyward Training

Teacher Team

- Mrs. Burke
- Mr. Colton
- Mr. Delay
- Mr. Hopkins



WELCOME COUGARS! CLASS OF 2029

**FRESHMEN & NEW STUDENT
ORIENTATION
WEDNESDAY, AUGUST 13TH**

ATTENTION INCOMING COUGARS:

**Freshmen Drop Off: 7:00 - 7:35 AM at the
Attendance Entrance** (Door D10 - West Side by the Baseball Field)

No School Supplies Needed!

**New Students Report @ 10:20 AM to the
Attendance Entrance** (Door D10 - West Side by the Baseball Field)

All Students Dismissed @ 2:55 PM

Other

- Chromebook Checkout on 8/14
- Staff required trainings
- Beginning of the year checklist
- Calendar dates:
 - Open House: August 18, 5:30-7:00 PM
 - Parent Teacher Conferences
 - Fall: October 15 & 16
 - Spring: February 5 & 6
 - Graduation
 - All Faculty Attend
 - May 17, 2026 @ 5:00 PM
 - Tony's Pizza Events Center



Belonging

How does it all tie together?

- “...people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Building Data

Parent Feedback

Please provide one or two suggestions for actions that would help to create a more safe and supportive environment for you or your student.

My student doesn't feel safe using the bathrooms at South High because of all the vaping and drug use, so I suggest finding a way other than the vape detectors to solve this problem. Mr. Thornton treats students disrespectfully. I would suggest that someone talk to him about the way he treats students and clarify his role. Even if he were an administrator, which I don't believe he is, he should still treat students with respect.

Remembering our Why





SOCIAL COMMITTEE

**POTLUCKS, SILENT AUCTION,
BIRTHDAY COOKIES, SONIC
FRIDAYS, AND MORE!**

What's your Sonic order? Tell us at:
<https://tinyurl.com/CougarFavs>

Social Committee Members

- Julie Work
- Kirsten Bruce
- Leah Dykas
- Sarah Cradduck
- Kristen Fox
- Pam Ash

NEA Salina

Mrs. Cradduck



Cell Phone Policy Enforcement

Let's take a look at your responses and concerns.

Cell Phones

As we continue working together to create a focused and productive learning environment for our students, we want to take a moment to revisit and enforce our **current cell phone policy**. The goal is not only to uphold the expectations we have set but also to empower each of you to implement procedures in your classrooms that best support your teaching style and students' success.

The **current policy** remains in place: To protect students' academic learning time and to maintain an appropriate learning environment, PERSONAL ELECTRONIC DEVICES ARE NOT TO BE TURNED ON OR VISIBLE DURING CLASS TIMES. Students may use personal devices before school, during lunch, and during pass periods. Personal electronic devices may be allowed during class time for instructional purposes at the discretion of the classroom teacher.

We know that how this plays out can vary by classroom, so we encourage you to develop and communicate **clear, consistent procedures** that work for you—whether that involves designated storage spots, “phone-free” work times, or other methods you find effective. We have cell phone pouches in the office if you need one.

To ensure consistency schoolwide, we ask that:

- Expectations are clearly communicated to students at the start of class and reinforced as needed.
- Consequences for misuse follow our established school guidelines.
- Support is sought from administration when a situation escalates beyond the classroom.

We trust your professional judgment and creativity in making this policy work for your unique setting. Please remember that your consistent enforcement sends a unified message to students and supports your colleagues in their classrooms as well.

If you have strategies that are working well, we encourage you to share them with each other—we can all benefit from hearing what's been effective.

LISC

Learning Intentions

We are learning how to apply district AI guidelines, safety protocols, and Skyward procedures to ensure a safe, ethical, and efficient school environment.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Success Criteria

I can explain the key expectations and approved practices for using generative AI tools in our district.

I can apply our school's safety protocols appropriately in different emergency scenarios.

I can accurately complete required tasks in Skyward while following district guidelines for confidentiality and documentation.



Wrapping Up

- Lunch
- Classroom work time

Questions?

Crisis team members:

Please swing by and grab a magnet



**Opportunity to Provide
Anonymous Feedback on PD**
<https://tinyurl.com/52d2b2xc>

