



# Rye City School District Artificial Intelligence in Education

October 7, 2025

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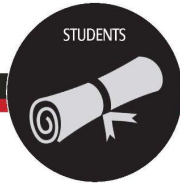
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[AI Presentation: April 8, 2025](#)



The Board of Education of the Rye City School District understands that a world class education requires hard work, collaboration and dedication from everyone in the community. We take our responsibility of overseeing the academic and social-emotional development of our children in an equitable, inclusive environment very seriously. We are genuinely grateful to the faculty, staff, administration, families, and community for all of the hard work and support provided every day to educate our children to the highest of national and State standards.

Therefore, the Board of Education has developed **The Rye Commitment** – assurances to students, faculty, staff, administration, and the community that we will support the important work of our schools.



STUDENTS

**TO STUDENTS:**

We will provide the necessary support for you to receive an education that helps you become critical thinkers, effective communicators, collaborators, creative problem solvers and caring individuals who positively contribute to a diverse global environment.



FACULTY | STAFF  
ADMINISTRATION

**TO FACULTY, STAFF, AND ADMINISTRATION:**

We will support you and our collective pursuit of excellence through ongoing professional learning that is high quality, relevant, meaningful, and allows us to evolve and expand our practices.



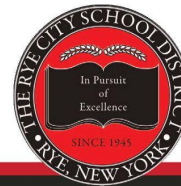
COMMUNITY

**TO THE COMMUNITY:**

We will reflect upon our work, seek feedback, always strive for improvement, and ask you to engage in meaningful discussions about our programs and all that we do to create and support an equitable, inclusive, fiscally responsible school system.

COMMITTED TO RYE **SCHOOLS**

Adopted October 2024

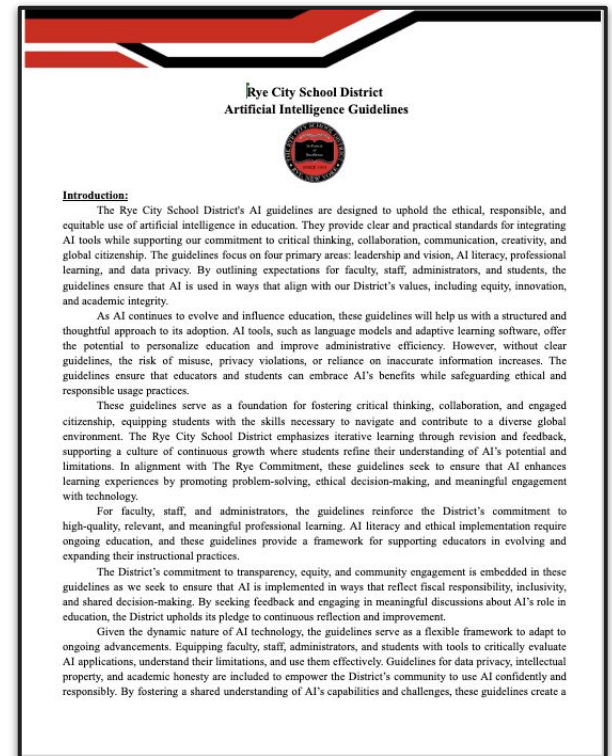


# RCSD AI Guidelines

## The Rye City School District Approach to AI

AI is a valuable tool with the potential to greatly enhance teaching and learning experiences for educators and students in K-12 environments. When implemented thoughtfully and responsibly, it has the potential to transform education in meaningful ways:

- **Increasing Productivity:** AI has the potential to automate routine organizational responsibilities, allowing teachers to focus more on the quality of discussion, feedback, and engagement, which improves learning outcomes
- **Providing Supplemental Learning Support:** AI-powered tools can serve as thought partners, providing resource assistance and academic support beyond regular school hours. This is especially valuable for students seeking additional guidance or resources at home
- **Differentiating Learning Experiences:** Teachers can use AI to customize lessons and materials tailored to individual student needs, ensuring a more inclusive and effective approach to education
- **Enhancing Accessibility:** AI tools offer translation services for multilingual students, voice-to-text and text-to-voice capabilities for students with disabilities, and planning tools for executive functioning



# AI Summer Institute

## Day 1: Teacher - Focused

- ◉ **The AI Feedback Loop:** Empowering Teachers and Students to Reflect and Improve
- ◉ **The Engaged Classroom:** AI Strategies to Energize Your Classroom
- ◉ **AI-Powered Teaching:** Unlocking Insights to Boost Student Success
- ◉ **Prompt Like a Pro:** Crafting Effective AI Prompts for Maximum Impact
- ◉ **Access Granted:** Designing Inclusive Lessons with AI and UDL
- ◉ Amplifying Instruction with Canva's Magic Studio

## Day 2: Student - Focused


- ◉ **AI in Education:** Balancing Innovation with Integrity
- ◉ **Learning AI, Together:** Watch, Wonder, Work
- ◉ **Agency in Action:** Encouraging Student Voice and Choice through AI
- ◉ **Creativity Unleashed:** Using AI to Spark Student Innovation
- ◉ **Executive Functioning and AI:** Building Independence Together
- ◉ **Teaching Students to Prompt:** Unlocking the Power of AI for Learning



# Highlights from the AI Strategic Plan

## 2024–2025: Building Foundations & Early Adoption


- ◉ **Teacher Capacity Building:** Heavy focus on professional learning (AI for Educators Levels 1 & 2, prompt engineering, using MagicSchool/Diffit/ChatGPT/Gemini).
- ◉ **Pilot & Experimentation:** Testing AI tools in classrooms, exploring differentiation, UDL, and lesson planning.
- ◉ **Curriculum Development:** AI lessons added in K-5 library media, 6th grade passion projects, 7th/8th crosswalks, and senior AI seminar.
- ◉ **Parent Engagement:** Launch of AI Parent University (K-12).
- ◉ **Student Exposure:** Small-scale, project-based uses of AI (e.g., 5th-grade capstone, 8th-grade podcasting).
- ◉ **Summer Institute:** Deep training on ethical, responsible, and differentiated AI integration.

 *Theme: Training teachers, piloting tools, laying the groundwork for AI in instruction, curriculum, and community awareness.*

## 2025–2026: Scaling & Deepening Integration

**Expansion of AI Use:** Broader rollout of AI tools (continuing with Diffit, MagicSchool, ChatGPT, Gemini; adding Notebook LM).

- ◉ **Alignment with Standards:** Shift from pilot use to intentional integration tied to curriculum and content standards.
- ◉ **Teacher Growth:** Focus on advanced practice—educators reflect, adjust, and refine teaching strategies using AI-supported feedback/data.
- ◉ **Student AI Literacy Expands:** K-5 library lessons, 2-5 AI project work, deeper integration in middle school (Passion Projects, Crosswalks), and 5th-grade capstone with AI.
- ◉ **Parent Engagement Deepens:** More Parent University sessions (3 part series).
- ◉ **Conferences & Showcases:** District-wide AI conference days and showcases to highlight progress and spread best practices.

 *Theme: Moving from experimentation to thoughtful implementation—AI becomes a tool within our teaching, learning, and parent/community engagement.*



# Professional Learning 2023-2025

- ◉ **Inservice-courses**
  - Fall 2023: AI Book Study Level I (Cohort I)
  - Winter/Spring 2024: AI Book Study Level I (Cohort II)
  - Winter/Spring 2024: AI for Educators Level II (Cohort I)
  - Summer 2024: AI Book Study Level I (Cohort III)
  - Fall 2024: AI Book Study Level I (Cohort IV)
  - Winter/Spring 2025: AI For Educators Level II (Cohort II)
  - **Fall 2025: Amplify Student Thinking With AI**
- ◉ **AI-Focused Faculty Meetings 2024-2025**
  - MagicSchool
  - Diffit
- ◉ **Quarterly Bulletins & Weekly Tech Tips**
- ◉ **Coordinator Meetings**
  - **Secondary focus on AI Goals for the 2025-2026 school year**
- ◉ **AI Technology Integration**
  - Coaching to Support Authentic Learning Projects
- ◉ **Superintendent's Conference Days (2023 - 2025)**
  - AI Carousel Sessions
  - MagicSchool
  - Diffit
  - Prompt Engineering
  - AI For Differentiation
  - AI in Literacy
  - AI in Elementary Math
  - AI in Research
- ◉ **AI Conferences**
  - March 2024 & 2025
  - **November 2025 (Secondary)**



# AI In Elementary

Teachers across our elementary schools are using AI to:

- Analyze assessment data to inform small group differentiation
- Adapt materials to accommodate diverse learning styles and abilities
- Spark creativity and engagement by developing interest and choice based learning experiences
- Enhance student voice and feedback by helping students refine writing



# AI In Elementary Music

Third grade students at Osborn School will use **AI to enhance** their learning using AI tools in MagicSchool.

## ● **Student Learning Goals:**

- Interview a living composer and explore samples of their music
  - Use AI to interview a historical musician or composer (e.g., Beethoven, Ella Fitzgerald, Bob Marley)
- Learn to play a set of notes on the recorder
- Listen to and critically think about musical genres such as Classical, Jazz, Bluegrass, Reggae, Hip-hop
- Work in small groups to compose original melodies with accompaniment tracks from their genre
- Write and present research summaries about their chosen genre
  - Obtain interactive feedback from AI to refine their research writing for clarity and accuracy
  - Combine performance + research into a final class presentation



# Interacting with Musicians



## Teacher View: Priming the bot

## Student Experience:

Room > Tool Details

**Character Chatbot** ▼

Grade level \*

3rd grade ▼

Character, author, or historic figure: ⓘ

🗣️ Beethoven, Bob Marley, Earl Scruggs, Ella Fitzgerald, Queen Latifah

[Add File](#) ▼ Total word limit: 0/75,000


Additional Fields ^

Learning objective or goal of this chat: ⓘ

🗣️ I want students to learn about the history of a musical genre and the role of a certain musician or composer in that genre. The five musical genres are Classical, Jazz, Bluegrass, Reggae, and Hip-hop.

[Add File](#) ▼ Total word limit: 0/75,000

Preview ↺

 **Character Chatbot**  
Chat with a famous composer or musician.

Hi 🌟 I can be any character, author, or historic figure. Who do you want to chat with?  
You can choose from these amazing musicians:

- **Beethoven** (Classical music composer)
- **Bob Marley** (Reggae musician)
- **Earl Scruggs** (Bluegrass musician)
- **Ella Fitzgerald** (Jazz singer)
- **Queen Latifah** (Hip-hop artist)

Or you can pick someone else you'd like to learn about! Who sounds interesting to you?

🗑️ ✂️ 🔊

👍 🗨️

Send a message Actions ▼ 🗣️

 **Character Chatbot** ☆

Chat with any historic figure, author, or recognizable character from a story.



# Feedback on Writing

## Teacher View: Priming the bot

## Student Experience:



Room > Tool Details

Writing Feedback



+ Add tool

Save to room

Restart prev

Tool Name \* ⓘ

Writing Feedback

Tool Description \* ⓘ

This tool will help students edit their writing to be precise, relevant, and accurate.

Grade level \*

3rd grade

Assignment description: ⓘ

Students will research musical genres and give a verbal presentation.

Rubric or type of feedback ⓘ

I want feedback on making sure the writing includes complete sentences, answers to when each musical genre originated, where each musical genre is often performed, a few examples of composers or musicians who perform each musical genre, and what makes each musical genre sound unique.

Preview



### Writing Feedback

This tool will help students edit their writing to be precise, relevant, and accurate.

Hi there 🤖 I'm here to help you improve your writing. To get started, copy and paste or upload your writing and I'll give you feedback to make it even better.



Send a message

Actions



### Writing Feedback

Get feedback on your writing.



# RMS AI Curriculum

## 6th Grade

### Passion Project Course

- ◉ **Curriculum Development:** Co-designed five AI-focused lessons
- ◉ **Research & Critical Thinking:** Students use MagicSchool AI to explore topics and evaluate sources
- ◉ **Independent Inquiry Skills:** AI supports planning, note-taking, and ethical project work

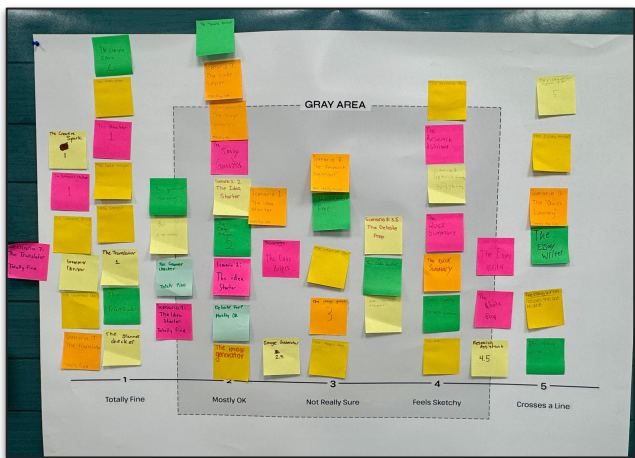
## 7th & 8th Grade

### Crosswalk Lessons - Social Studies

- ◉ **Curriculum Development:** Six AI-focused lessons for 7th & 8th grade, aligned to curriculum and library crosswalk
- ◉ **Media & AI Literacy:** Students learn responsible AI use, spotting deep fakes, hallucinations, and bias
- ◉ **Critical Evaluation:** Lateral reading strengthens verification and context analysis skills
- ◉ **Academic Skills:** AI supports study habits, note-taking, and research practices
- ◉ **Practical AI Tools:** MagicSchool AI used for keyword searches, article retrieval, and guided research

# Student Experience

## 8th Grade Social Studies Lesson Examples



“Grey Area” Activity



**Study Habits** ☆

Get a plan and study tips to prepare for any test, assignment, or project.

**Writing Feedback** ☆

Generate feedback on student writing based on custom criteria or a rubric.

I am getting ready for an 8th grade social studies test on reconstruction, and it involves primary source documents. I will paste vocab:

Perfect! I'll help you create a solid plan to prepare for your 8th grade social studies test on Reconstruction with primary source documents.

Once you paste your vocabulary list, I'll build you a step-by-step study plan that covers:

- Vocabulary mastery techniques
- Primary source document analysis strategies
- Reconstruction timeline and key events
- Practice activities and review methods
- A timeline leading up to your test

Go ahead and paste your vocabulary words, and I'll get your personalized study plan ready!

Copy

Translate message

Read aloud

It is currently Thursday and the test is next Friday

Great! So you have about a week to prepare - that's perfect timing for a solid study plan. Now please paste your vocabulary list, and I'll create a day-by-day plan that will have you ready for your Reconstruction test next Friday. The plan will make sure you master both the vocabulary and the primary source analysis skills you'll need!

Copy

Translate message

Read aloud

President Abraham Lincoln President Andrew Johnson Thaddeus Stevens President Ulysses Grant Hiram Revels President Rutherford B. Hayes Samuel Tilden Radical Republicans

Perfect! Here's your **9-day study plan** for your Reconstruction test next Friday:

**Friday (Today) - Get Organized**

- Read through all your vocabulary words and rate how well you know each person (1-3 scale)

Here is my example and analysis: "In the Louisiana Black Codes of 1865, the State wanted to restrict African Americans from having rights that White Southerners had. "Every negro is required to be in the employment of some white person... no negro shall be permitted to rent or keep a house... no public meetings or congregations of negroes shall be allowed." The restrictions of Black Codes prevented Freedmen from rising up after slavery and created inequality through jobs, economy, and people across the Union. Inequality sparked controversial views between Democrats and Republicans, causing Reconstruction to be an expensive, useless project."

**Feedback on Your Black Codes Example and Analysis**

★ **Areas of Strength:** "You chose a strong primary source quote from the Louisiana Black Codes that clearly shows specific restrictions placed on African Americans - the employment, housing, and assembly restrictions are powerful evidence of inequality. "Your context sentence effectively sets up the quote by explaining that Louisiana wanted to restrict African American rights compared to White Southerners. "You're connecting your evidence to the broader theme of inequality, which shows you understand the enduring issue."

📈 **Areas for Growth:** "Your analysis needs to dig deeper into how specifically this quote proves inequality - explain what these restrictions meant for daily life and why they created lasting inequality beyond just stating that they did. "The jump from Black Codes to "Reconstruction being expensive and useless" needs more explanation - how do the specific restrictions you quoted connect to political disagreements between Democrats and Republicans? Consider adding more of your own voice about why these particular restrictions were so harmful, rather than just restating that they "prevented Freedmen from rising up."

✍️ **General Feedback on Writing Mechanics:** "You need to properly introduce your quote with a colon or comma - by "The codes stated:" before your quotation. "Add quotation marks around "employment" since that's the exact spelling from the original document, or note that it's the original spelling. "Your last sentence feels more like a conclusion than analysis of the specific quote - save broader statements about Reconstruction for your sum-up section."

**Warm-up - Are They Real?**

**Directions:** Look at the photographs below. Are they real or were they generated by AI? Drag the tile "real" or "AI" over each photo and discuss your reasoning with your group.

|      |      |
|------|------|
| REAL | REAL |
| AI   | AI   |

Deep Fakes Warm Up Activity

**Academic Skill Support:** Student examples of using Study Habits tool and Writing Feedback tool to support their work in Social Studies.



# Next Steps

- ◉ **K-12 Alignment:** Collaborate with department coordinators and elementary grade-level leaders to identify natural entry points for AI integration across the curriculum
- ◉ **AI Library Media Lessons:** Continue to expand and embed AI literacy lessons across library media classes grades 4 and 5
- ◉ **5th Grade Capstone:** Integrate AI components to enhance research, creativity, and media
- ◉ **6th Grade (Passion Project) & 7th/8th Grade Crosswalk (SS Lessons):** Reflect on implementation of middle school AI lessons to identify adjustments and refinements
- ◉ **7th & 8th Grade Crosswalk:** Design and implement AI lessons for ELA
- ◉ **9th Grade Composition:** Begin curriculum development that incorporates AI literacy, ethical use, and writing applications
- ◉ **Parent University 3 Part Series:** November 17th, January 7th, and February 23rd



Questions/Comments  
Thank you!

