





Elevating Student Voice in AI Strategy and Implementation

tinyurl.com/DPSAICGCS

CGCS 2026

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DENVER PUBLIC SCHOOLS

Meet Your Session Hosts!

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Dr. Billy Sayers

ED Teaching & Learning

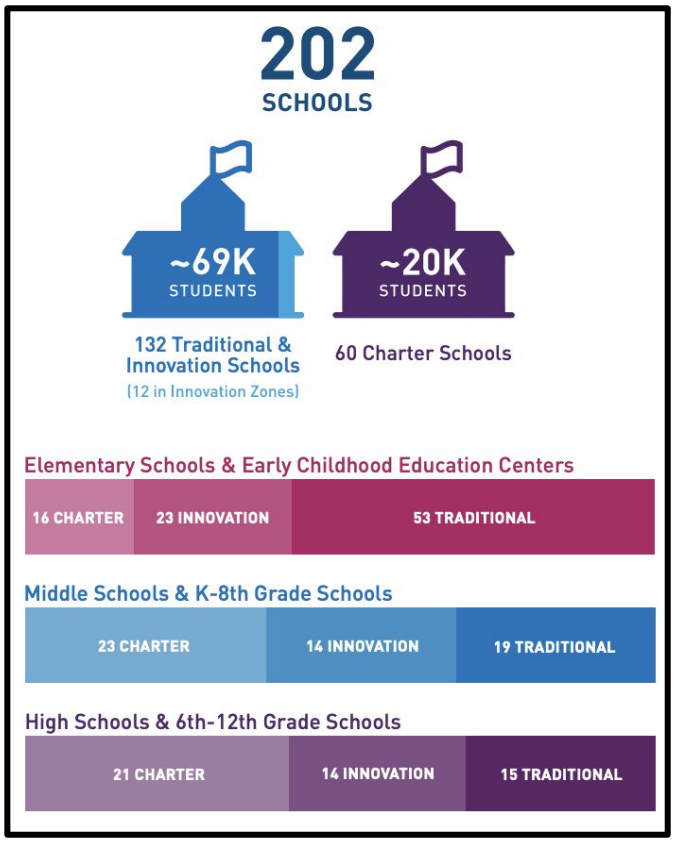
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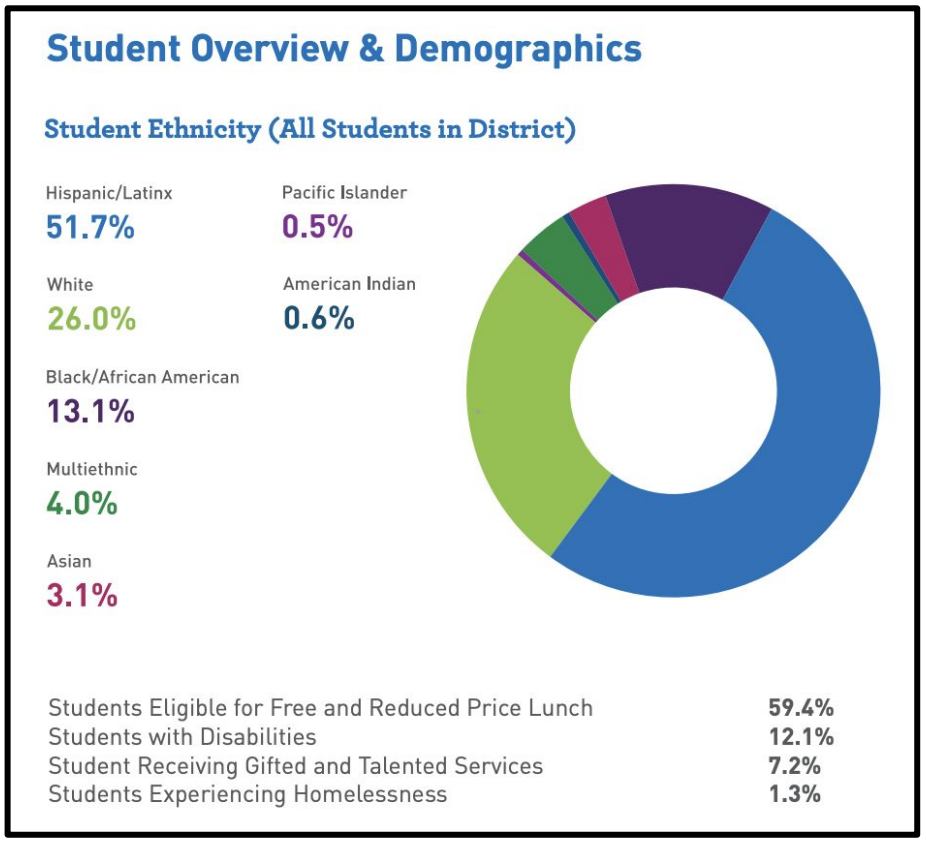
An Intro into the DPS-AI Ecosystem



Introducing Our DPS Ecosystem

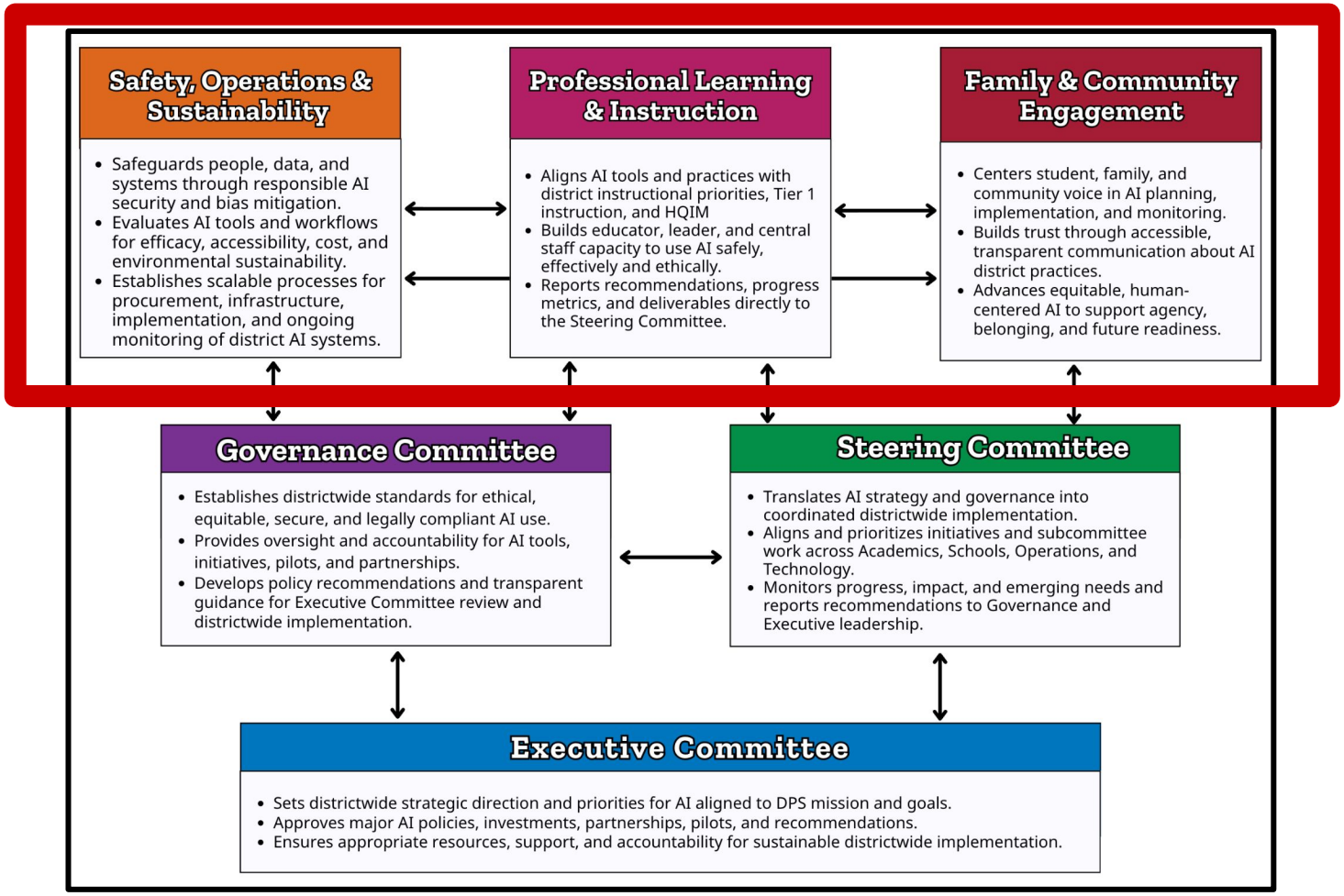
Our Students and Our Schools





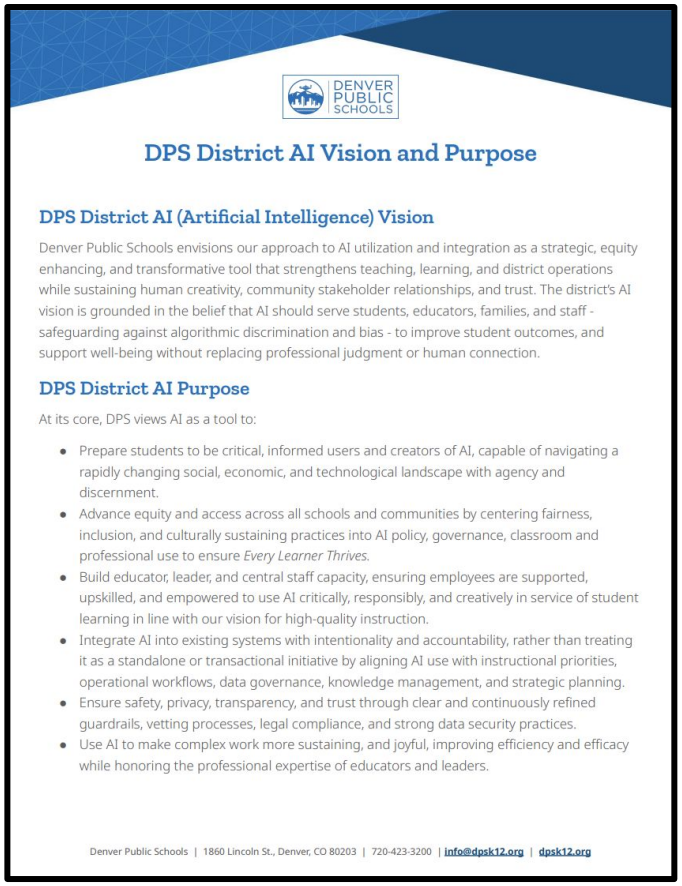
AI Subcommittees

Bringing in Student Voice to AI Governance



DPS AI Vision and Purpose

[Link to Document]



DENVER PUBLIC SCHOOLS

DPS District AI Vision and Purpose

DPS District AI (Artificial Intelligence) Vision

Denver Public Schools envisions our approach to AI utilization and integration as a strategic, equity enhancing, and transformative tool that strengthens teaching, learning, and district operations while sustaining human creativity, community stakeholder relationships, and trust. The district's AI vision is grounded in the belief that AI should serve students, educators, families, and staff - safeguarding against algorithmic discrimination and bias - to improve student outcomes, and support well-being without replacing professional judgment or human connection.

DPS District AI Purpose

At its core, DPS views AI as a tool to:

- Prepare students to be critical, informed users and creators of AI, capable of navigating a rapidly changing social, economic, and technological landscape with agency and discernment.
- Advance equity and access across all schools and communities by centering fairness, inclusion, and culturally sustaining practices into AI policy, governance, classroom and professional use to ensure *Every Learner Thrives*.
- Build educator, leader, and central staff capacity, ensuring employees are supported, upskilled, and empowered to use AI critically, responsibly, and creatively in service of student learning in line with our vision for high-quality instruction.
- Integrate AI into existing systems with intentionality and accountability, rather than treating it as a standalone or transactional initiative by aligning AI use with instructional priorities, operational workflows, data governance, knowledge management, and strategic planning.
- Ensure safety, privacy, transparency, and trust through clear and continuously refined guardrails, vetting processes, legal compliance, and strong data security practices.
- Use AI to make complex work more sustaining, and joyful, improving efficiency and efficacy while honoring the professional expertise of educators and leaders.

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[Excerpt] At its core, DPS views AI as a tool to:

- Prepare students to be critical, informed users and creators of AI
- Advance equity and access across all schools and communities

DENVER PUBLIC SCHOOLS

DPS Approved AI Applications

Keeping Students Safe through Responsible Procurement

Tool	Staff	K-5 Students	6-12 Students
MagicSchool	✓	*	*
Gemini	✓	x	✓
Gemini Notebook	✓	x	✓
Canva	✓	**	**

*MagicSchool AI tools are only available to students if a DPS staff member has opened a fully-monitored, customizable, and secure room.
**The only Canva AI tools available to students are Dream Lab and Magic Insights.

Based on a student's school, grade-level, and/or course enrollment, they may have access to the following curriculum-specific or phased tools:

- **CourseMojo**
- **Packback**
- **Khan Academy**
- **Brisk**

Our approved AI tools all have a Data Privacy Addendum (DPA), while also meeting FERPA, COPPA, and Colorado regulations for accessibility.

Each tool also underwent an internal review process as a collaborative effort across departments, including EdTech, DoTS, Academics, and Schools.

DPS-CoSN AI Maturity Tool

Assessing Districtwide AI Readiness

At the beginning of summer of 2026, we re-evaluated our Academic AI Literacy Readiness using the DPS AI Maturity Tool formed in collaboration with CoSN:

This CoSN Maturity Tool was used to:

- Communicate current state and desired next steps
- Monitor implementation with shared language and success criteria
- Build Capacity of teams and individuals based on growth targets
- Celebrate by measuring growth, collaborative pathways, and innovation.

CoSN
Leading Education Innovation

Academic AI Literacy Readiness	
7.1 AI Curriculum Integration	66.67%
7.2 Teacher Professional Development in AI	77.78%
7.3 Ethical AI Use and Policy Development	66.67%
7.4 Evaluating AI Impact	66.67%
7.5 AI Accessibility and Equity	66.67%
7.6 Operational Automation	66.67%
Average	**68.52%**

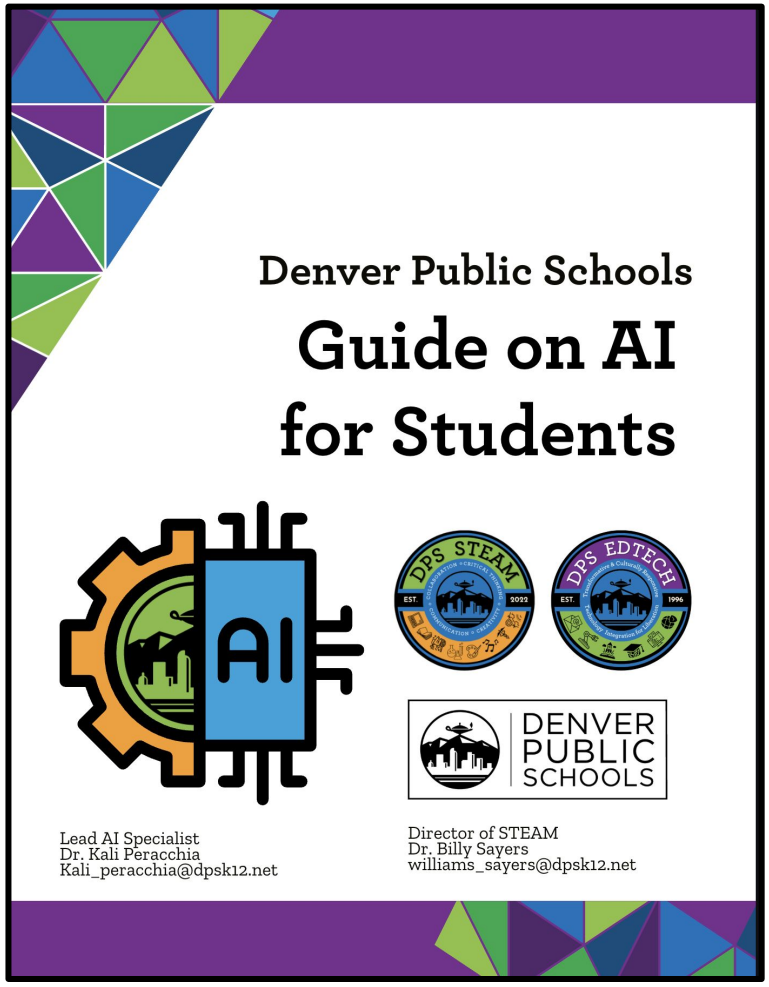
Link to CoSN AI Maturity Tool

Centering DPS Students in AI Work



Guide on AI for DPS Students

Establishing Clear and Coherent Guidance across Schools

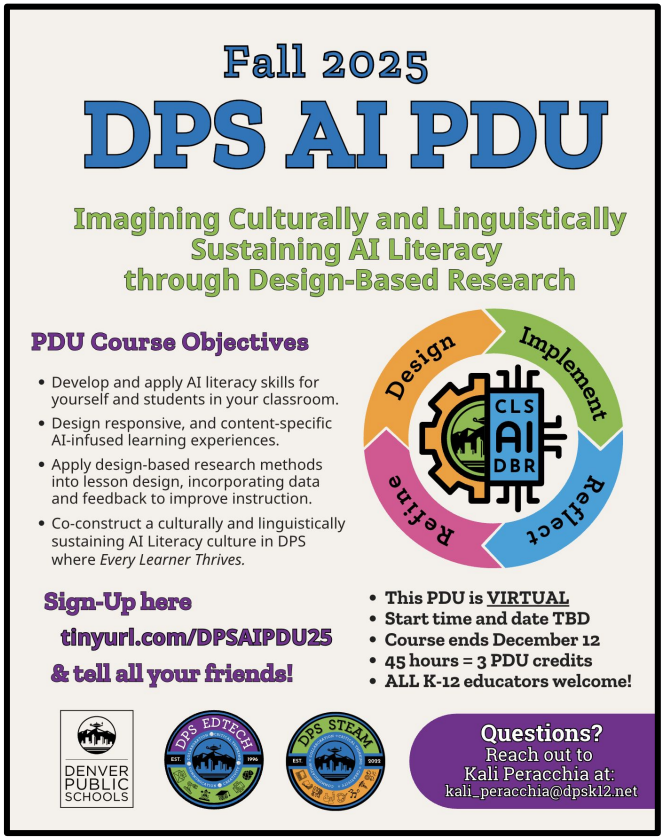


This **DPS Student AI Guide** is:

- student-facing
- AI literacy focused
- a resource for citations
- NOT punitive
- iterative and growing based on student feedback
- designed to inspire future critical AI users and creators

Design-Based Research

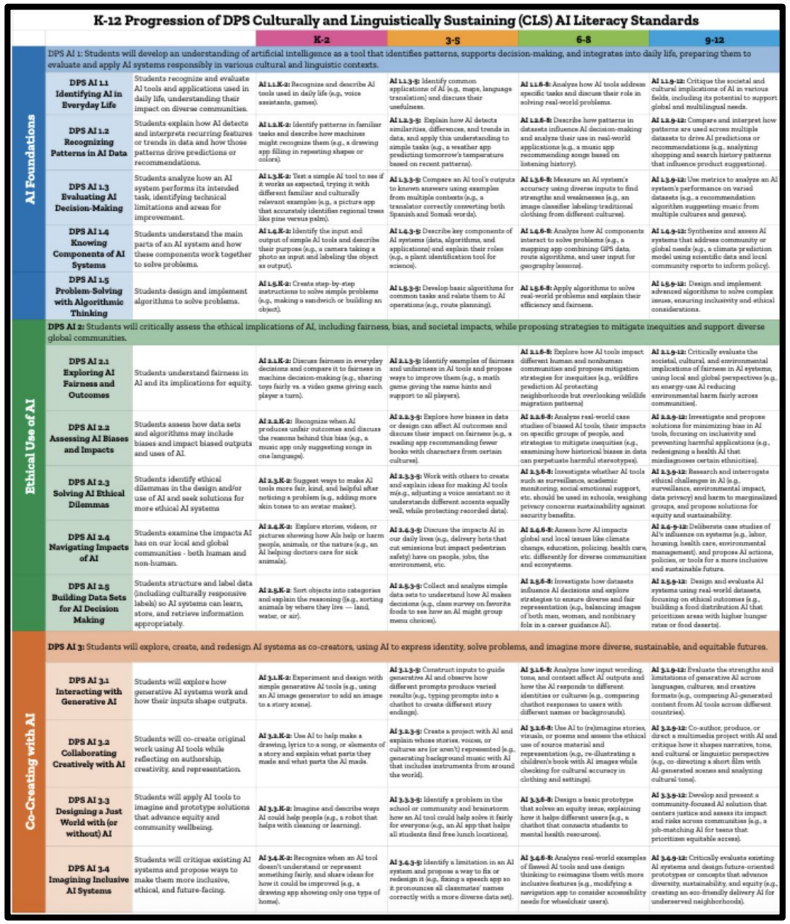
Bringing Student Voice in AI Literacy



RRB and IRB approved study interviewing teachers around student-centered design for culturally and linguistically sustaining approaches to K-12 AI literacy integration.

Students were involved in feedback loops for lesson designs, along with measuring their change in AI literacy and ethics over 18 weeks.

DPS K-12 Culturally & Linguistically Sustaining AI Literacy Standards



K-12 Progression of DPS Culturally and Linguistically Sustaining (CLS) AI Literacy Standards

			K-2	3-5	6-8	9-12
AI Foundations	DPS AI 1: Students will develop an understanding of artificial intelligence as a tool that identifies patterns, supports decision-making, and integrates into daily life, preparing them to evaluate and apply AI systems responsibly in various cultural and linguistic contexts.					
	DPS AI 1.1 Identifying AI in Everyday Life	Students recognize and evaluate AI tools and applications used in daily life, understanding their impact on diverse communities.	**AI 1.1.K-2:** Recognize and describe AI tools used in daily life (e.g., voice assistants, games).	**AI 1.1.3-5:** Identify common applications of AI (e.g., maps, language translation) and discuss their usefulness.	**AI 1.1.6-8:** Analyze how AI tools address specific tasks and discuss their role in solving real-world problems.	**AI 1.1.9-12:** Critique the societal and cultural implications of AI in various fields, including its potential to support global and multilingual needs.
	DPS AI 1.2 Recognizing Patterns in AI Data	Students explain how AI detects and interprets recurring features or trends in data and how those patterns drive predictions or recommendations.	**AI 1.2.K-2:** Identify patterns in familiar tasks and describe how machines might recognize them (e.g., a drawing app filling in repeating shapes or colors).	**AI 1.2.3-5:** Explain how AI detects similarities, differences, and trends in data, and apply this understanding to simple tasks (e.g., a weather app predicting tomorrow's temperature based on recent patterns).	**AI 1.2.6-8:** Describe how patterns in datasets influence AI decision-making and analyze their use in real-world applications (e.g., a music app recommending songs based on listening history).	**AI 1.2.9-12:** Compare and interpret how patterns are used across multiple datasets to drive AI predictions or recommendations (e.g., analyzing shopping and search history patterns that influence product suggestions).
	DPS AI 1.3 Evaluating AI Decision-Making	Students analyze how an AI system performs its intended task, identifying technical limitations and areas for improvement.	**AI 1.3.K-2:** Test a simple AI tool to see if it works as expected, trying it with different familiar and culturally relevant examples (e.g., a picture app that accurately identifies regional trees like pine versus palm).	**AI 1.3.3-5:** Compare an AI tool's outputs to known answers using examples from multiple contexts (e.g., a translator correctly converting both Spanish and Somali words).	**AI 1.3.6-8:** Measure an AI system's accuracy using diverse inputs to find strengths and weaknesses (e.g., an image classifier labeling traditional clothing from different cultures).	**AI 1.3.9-12:** Use metrics to analyze an AI system's performance on varied datasets (e.g., a recommendation algorithm suggesting music from multiple cultures and genres).
	DPS AI 1.4 Knowing Components of AI Systems	Students understand the main parts of an AI system and how these components work together to solve problems.	**AI 1.4.K-2:** Identify the input and output of simple AI tools and describe their purpose (e.g., a camera taking a photo as input and labeling the object as output).	**AI 1.4.3-5:** Describe key components of AI systems (data, algorithms, and applications) and explain their roles (e.g., a plant identification tool for science).	**AI 1.4.6-8:** Analyze how AI components interact to solve problems (e.g., a mapping app combining GPS data, route algorithms, and user input for geography lessons).	**AI 1.4.9-12:** Synthesize and assess AI systems that address community or global needs (e.g., a climate prediction model using scientific data and local community reports to inform policy).
	DPS AI 1.5 Problem-Solving with Algorithmic Thinking	Students design and implement algorithms to solve problems.	**AI 1.5.K-2:** Create step-by-step instructions to solve simple problems (e.g., making a sandwich or building an object).	**AI 1.5.3-5:** Develop basic algorithms for common tasks and relate them to AI operations (e.g., route planning).	**AI 1.5.6-8:** Apply algorithms to solve real-world problems and explain their efficiency and fairness.	**AI 1.5.9-12:** Design and implement advanced algorithms to solve complex issues, ensuring inclusivity and ethical considerations.
Ethical Use of AI	DPS AI 2: Students will critically assess the ethical implications of AI, including fairness, bias, and societal impacts, while proposing strategies to mitigate inequities and support diverse global communities.					
	DPS AI 2.1 Exploring AI Fairness and Outcomes	Students understand fairness in AI and its implications for equity.	**AI 2.1.K-2:** Discuss fairness in everyday decisions and compare it to fairness in machine decision-making (e.g., sharing toys fairly vs. a video game giving each player a turn).	**AI 2.1.3-5:** Identify examples of fairness and unfairness in AI tools and propose ways to improve them (e.g., a math game giving the same hints and support to all players).	**AI 2.1.6-8:** Explore how AI tools impact different human and nonhuman communities and propose mitigation strategies for inequities (e.g., wildfire prediction AI protecting neighborhoods but overlooking wildlife migration patterns).	**AI 2.1.9-12:** Critically evaluate the societal, cultural, and environmental implications of fairness in AI systems, using local and global perspectives (e.g., an energy-use AI reducing environmental harm fairly across communities).
	DPS AI 2.2 Assessing AI Biases and Impacts	Students assess how data sets and algorithms may include biases and impact biased outputs and uses of AI.	**AI 2.2.K-2:** Recognize when AI produces unfair outcomes and discuss the reasons behind this bias (e.g., a music app only suggesting songs in one language).	**AI 2.2.3-5:** Explore how biases in data or design can affect AI outcomes and discuss their impact on fairness (e.g., a reading app recommending fewer books with characters from certain cultures).	**AI 2.2.6-8:** Analyze real-world case studies of biased AI tools, their impacts on specific groups of people, and strategies to mitigate inequities (e.g., examining how historical biases in data can perpetuate harmful stereotypes).	**AI 2.2.9-12:** Investigate and propose solutions for minimizing bias in AI tools, focusing on inclusivity and preventing harmful applications (e.g., redesigning a health AI that misdiagnoses certain ethnicities).
	DPS AI 2.3 Solving AI Ethical Dilemmas	Students identify ethical dilemmas in the design and/or use of AI and seek solutions for more ethical AI systems	**AI 2.3.K-2:** Suggest ways to make AI tools more fair, kind, and helpful after noticing a problem (e.g., adding more skin tones to an avatar maker).	**AI 2.3.3-5:** Work with others to create and explain ideas for making AI tools more (e.g., adjusting a voice assistant so it understands different accents equally well, while protecting recorded data).	**AI 2.3.6-8:** Investigate whether AI tools such as surveillance, academic monitoring, social emotional support, etc. should be used in schools, weighing privacy concerns/ sustainability against security benefits.	**AI 2.3.9-12:** Research and interrogate ethical challenges in AI (e.g., surveillance, environmental impact, data privacy) and harm to marginalized groups, and propose solutions for equity and sustainability.
	DPS AI 2.4 Navigating Impacts of AI	Students examine the impacts AI has on our local and global communities - both human and non-human.	**AI 2.4.K-2:** Explore stories, videos, or pictures showing how AIs help or harm people, animals, or the nature (e.g., an AI helping doctors care for sick animals).	**AI 2.4.3-5:** Discuss the impacts AI in our daily lives (e.g., delivery bots that cut emissions but impact pedestrian safety) have on people, jobs, the environment, etc.	**AI 2.4.6-8:** Assess how AI impacts global and local issues like climate change, education, policing, health care, etc. differently for diverse communities and ecosystems.	**AI 2.4.9-12:** Deliberate case studies of AI's influences on systems (e.g., labor, housing, health care, environmental management), and propose AI actions, policies, or tools for a more inclusive and sustainable future.
	DPS AI 2.5 Building Data Sets for AI Decision Making	Students structure and label data (including culturally responsive labels) so AI systems can learn, store, and retrieve information appropriately.	**AI 2.5.K-2:** Sort objects into categories and explain the reasoning (e.g., sorting animals by where they live — land, water, or air).	**AI 2.5.3-5:** Collect and analyze simple data sets to understand how AI makes decisions (e.g., class survey on favorite foods to see how an AI might group menu choices).	**AI 2.5.6-8:** Investigate how datasets influence AI decisions and explore strategies to ensure diverse and fair representation (e.g., balancing images of both men, women, and nonbinary folx in a career guidance AI).	**AI 2.5.9-12:** Design and evaluate AI systems using real-world datasets, focusing on ethical outcomes (e.g., building a food distribution AI that prioritizes areas with higher hunger rates or food deserts).
Co-Creating with AI	DPS AI 3: Students will explore, create, and redesign AI systems as co-creators, using AI to express identity, solve problems, and imagine more diverse, sustainable, and equitable futures.					
	DPS AI 3.1 Interacting with Generative AI	Students will explore how generative AI systems work and how their inputs shape outputs.	**AI 3.1.K-2:** Experiment and design with simple generative AI tools (e.g., using an AI image generator to add an image to a story scene).	**AI 3.1.3-5:** Construct inputs to guide generative AI and observe how different prompts produce varied results (e.g., typing prompts into a chatbot to create different story endings).	**AI 3.1.6-8:** Analyze how input wording, tone, and context affect AI outputs and how the AI responds to different identities or cultures (e.g., comparing chatbot responses to users with different names or backgrounds).	**AI 3.1.9-12:** Evaluate the strengths and limitations of generative AI across languages, cultures, and creative formats (e.g., comparing AI-generated content from AI tools across different countries).
	DPS AI 3.2 Collaborating Creatively with AI	Students will co-create original work using AI tools while reflecting on authorship, creativity, and representation.	**AI 3.2.K-2:** Use AI to help make a drawing, lyrics to a song, or elements of a story and explain what parts they made and what parts the AI made.	**AI 3.2.3-5:** Create a project with AI and explain whose stories, voices, or cultures are (or aren't) represented (e.g., generating background music with AI that includes instruments from around the world).	**AI 3.2.6-8:** Use AI to (re)imagine stories, visuals, or poems and assess the ethical use of source material and representation (e.g., re-illustrating a children's book with AI images while checking for cultural accuracy in clothing and settings).	**AI 3.2.9-12:** Co-author, produce, or direct a multimedia project with AI and critique how it shapes narrative, tone, and cultural or linguistic perspective (e.g., co-directing a short film with AI-generated scenes and analyzing cultural tone).
	DPS AI 3.3 Designing a Just World with (or without) AI	Students will apply AI tools to imagine and prototype solutions that advance equity and community wellbeing.	**AI 3.3.K-2:** Imagine and describe ways AI could help people (e.g., a robot that helps with cleaning or learning).	**AI 3.3.3-5:** Identify a problem in the school or community and brainstorm how an AI tool could help solve it fairly for everyone (e.g., an AI app that helps all students find free lunch locations).	**AI 3.3.6-8:** Design a basic prototype that solves an equity issue, explaining how it helps different users (e.g., a chatbot that connects students to mental health resources).	**AI 3.3.9-12:** Develop and present a community-focused AI solution that centers justice and assess its impact and risks across communities (e.g., a job-matching AI for teens that prioritizes equitable access).
	DPS AI 3.4 Imagining Inclusive AI Systems	Students will critique existing AI systems and propose ways to make them more inclusive, ethical, and future-facing.	**AI 3.4.K-2:** Recognize when an AI tool doesn't understand or represent something fairly, and share ideas for how it could be improved (e.g., a drawing app showing only one type of home).	**AI 3.4.3-5:** Identify a limitation in an AI system and propose a way to fix or redesign it (e.g., fixing a speech app so it pronounces all classmates' names correctly with a more diverse data set).	**AI 3.4.6-8:** Analyze real-world examples of flawed AI tools and use design thinking to reimagine them with more inclusive features (e.g., modifying a navigation app to consider accessibility needs for wheelchair users).	**AI 3.4.9-12:** Critically evaluate existing AI systems and design future-oriented prototypes or concepts that advance diversity, sustainability, and equity (e.g., creating an eco-friendly delivery AI for underserved neighborhoods).

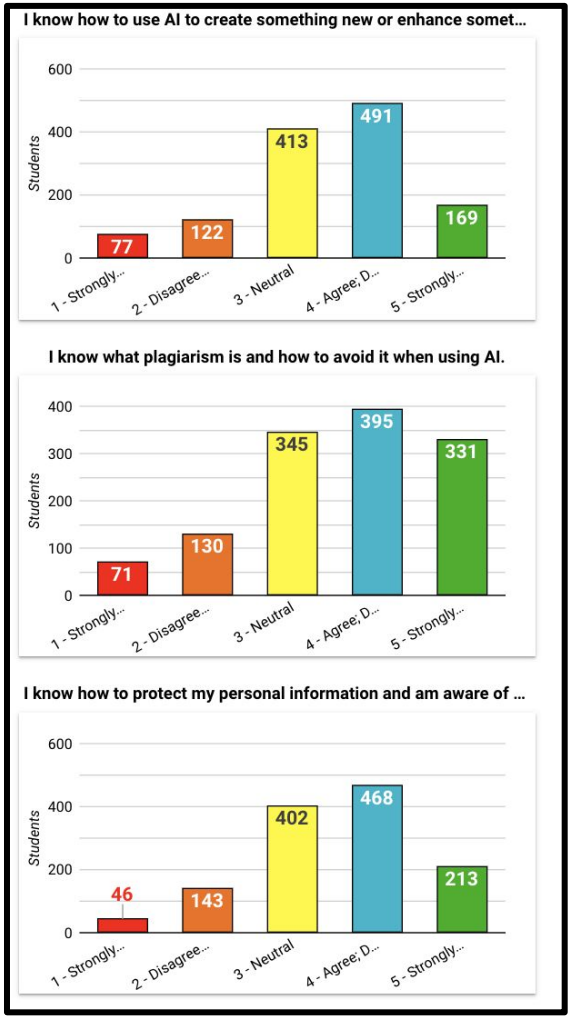
tinyurl.com/DPSAILiteracyStandards

DPS CLS AI Standards are:

- For all ages of learners
- Interdisciplinary
- Iterative and based on teacher feedback
- Not mandatory!
- Can be found here!

Strategic Surveying of Students

Collecting Continuous Feedback



While there are plenty of things we want to know about how our students perceive and use AI, we also are mindful of survey fatigue.

We have utilized the following strategic pathways to capture student voice:

- Teacher action research surveys for K-2, 3-5, 6-12
- Districtwide open-call to K-12 teachers to survey students
- Pushing in to student groups
- Exit surveys at events and DPS AI Days

Superintendent Outreach Series

Empowering Students to Advocate in AI Decision Making

- **DPS 101 Community Leadership Series**
  - DPS 101 Community Leadership is an in-person program designed to give parents and community members a behind-the-scenes look at district departments, history, and operations. Through this group, we are able to present our current state of AI for teaching and learning, gather feedback, and provide AI literacy resources to families.
- **Student Voice and Leadership**
  - Students get together on a monthly basis to discuss and collaborate around pre-identified high-interest topics to provide feedback to district leadership.





K-12 Digital Citizenship

Centering Students' Well-Being in AI Strategy

As a tier-1 support for students' digital well-being, the DPS Mental Health and EdTech teams designed a K-12 scope and sequence, pulling lessons from Common Sense Media, aligning content to CASEL and Colorado State Standards.

Digital Citizenship K-12 Scope and Sequence

*This resource is managed by the **Social Emotional Learning** and **Educational Technology** Teams. Please reach out to either team for more support and/or guidance. All lessons are directly sourced from **Common Sense Media.***

Digital Literacy & Well-Being Curriculum: Scope & Sequence (Grades K-12)

Week at a Glance	Additional Topic Areas/Lessons	Want more?	For Families
Kindergarten to Second Grade	K-5 Using Devices (4 Lessons)	K-8 Full Scope and Sequence	Family Engagement for Digital Literacy & Well-Being
Third to Fifth Grade	K-8 Cybersecurity (6 Lessons)	23 Books for Digital Literacy	Tools to support healthy media and tech use at school and home
Sixth to Eighth Grade	3-12 News & Media Literacy (14 Lessons)	SEL and Digital Literacy Crosswalk	AI Literacy Toolkit for Families
Ninth to Twelfth Grade	6-12 AI Literacy (9 Lessons)	Screen Time in School: Finding the Right Balance	

Link to DPS Digital Citizenship Scope and Sequence

Student Tech Conference

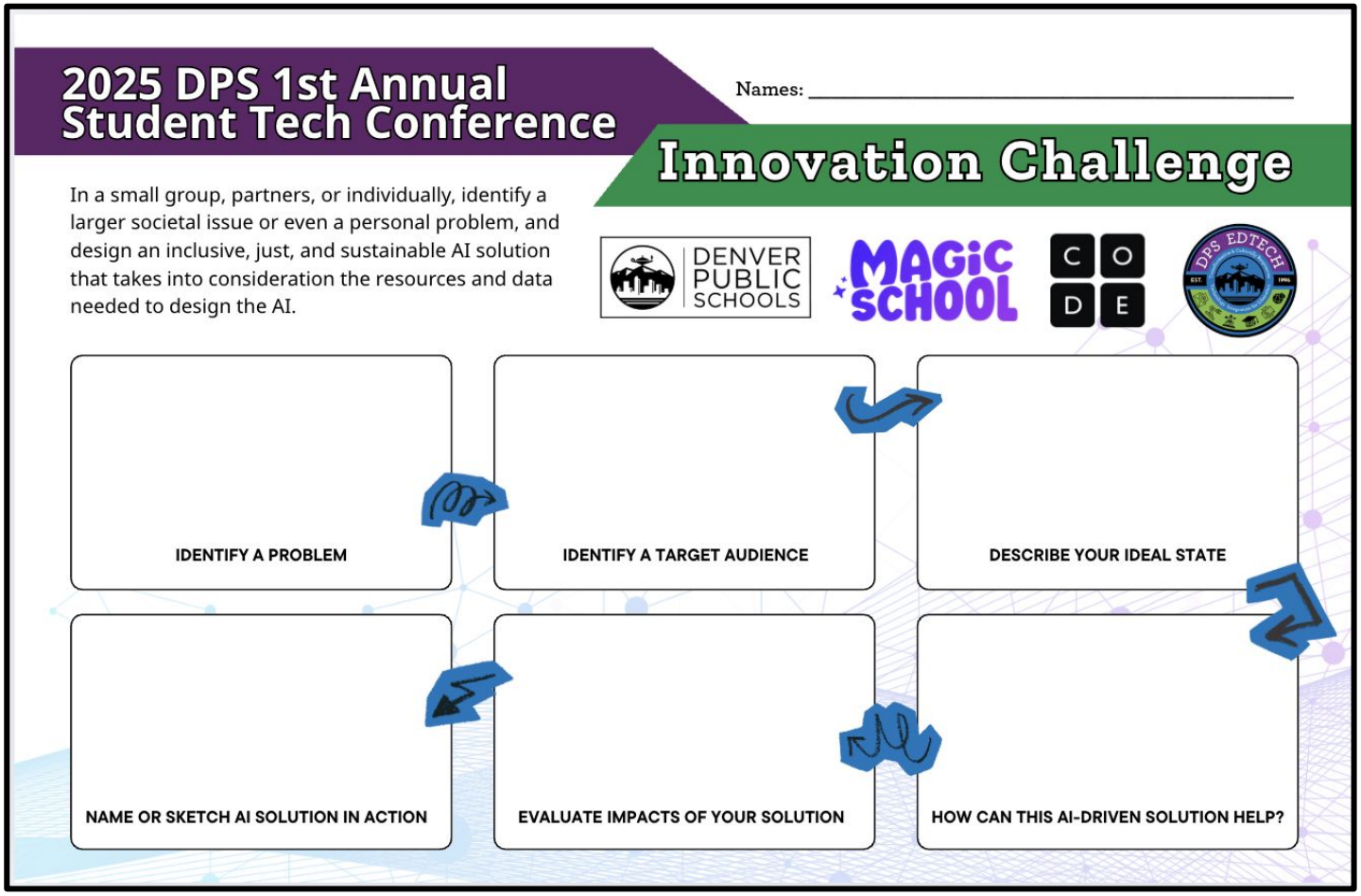
A Student-Centered Day of AI Learning

We hosted over 100 students from across 20 DPS high schools to join us for a day of intergenerational learning, collaboration, and innovation at CSU Spur as a way to engage students in important conversations around AI and education..



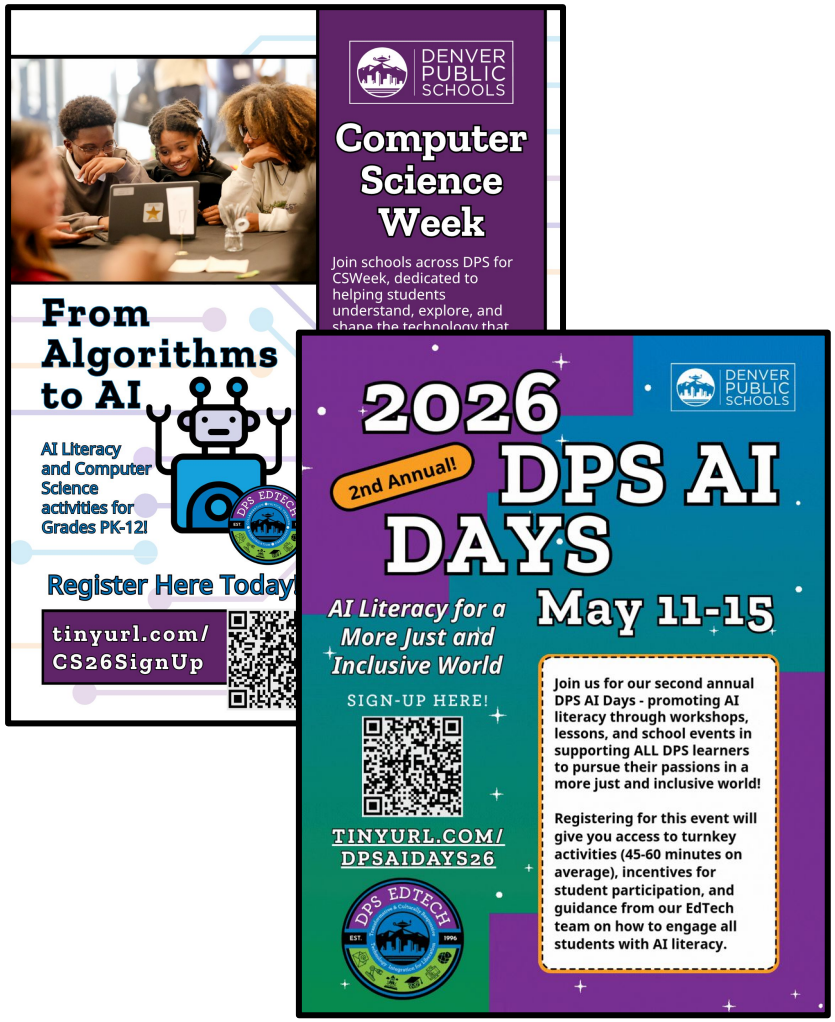
AI Innovation Challenges

Inspiring a More Just and Inclusive Future



Districtwide AI Literacy Events

Access to Foundational AI Learning Experiences



We offer opt-in districtwide events twice a year to promote computer science and AI literacy, supporting teachers with resources, event planning, and industry volunteers.

Community Events

Connecting Families with their Students

Last year, we hosted an interdisciplinary open house for families - offering a session for AI literacy, resources for digital citizenship, VR career exploration, learning labs, community partners, and giveaways.



Annual DPS STEAM Expo

Bringing Together Families around Student Passions

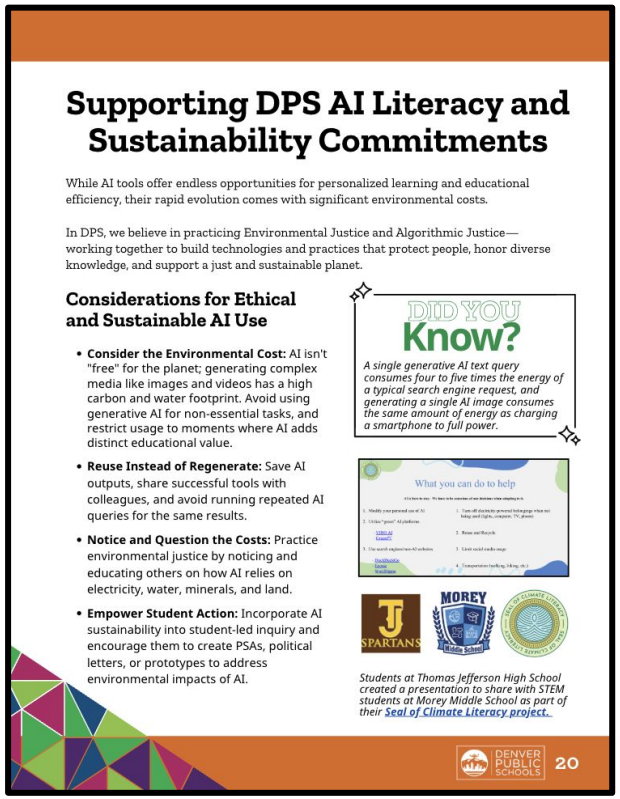




Seal of Climate Literacy

Encouraging Student AI Advocacy

Students are encouraged to engage in AI advocacy, with one pathway being through their seal of climate literacy where students have created public service campaigns, provided feedback to district resources, and participated in governance working groups.



Supporting DPS AI Literacy and Sustainability Commitments

While AI tools offer endless opportunities for personalized learning and educational efficiency, their rapid evolution comes with significant environmental costs.

In DPS, we believe in practicing Environmental Justice and Algorithmic Justice—working together to build technologies and practices that protect people, honor diverse knowledge, and support a just and sustainable planet.

Considerations for Ethical and Sustainable AI Use

- **Consider the Environmental Cost:** AI isn't "free" for the planet; generating complex media like images and videos has a high carbon and water footprint. Avoid using generative AI for non-essential tasks, and restrict usage to moments where AI adds distinct educational value.
- **Reuse Instead of Regenerate:** Save AI outputs, share successful tools with colleagues, and avoid running repeated AI queries for the same results.
- **Notice and Question the Costs:** Practice environmental justice by noticing and educating others on how AI relies on electricity, water, minerals, and land.
- **Empower Student Action:** Incorporate AI sustainability into student-led inquiry and encourage them to create PSAs, political letters, or prototypes to address environmental impacts of AI.

DID YOU Know?

A single generative AI text query consumes four to five times the energy of a typical search engine request, and generating a single AI image consumes the same amount of energy as charging a smartphone to full power.

Students at Thomas Jefferson High School created a presentation to share with STEM students at Morey Middle School as part of their Seal of Climate Literacy project.

Where We Still Have Work To Do:

Centering DPS Students in AI Work

- Building out AI electives courses (6-8; 9-12)
- Interdisciplinary AI literacy integration into core content curricula
- Increase local business partners for AI-related or technology-centered student internships
- Accredited CTE pathway recognized by the state of Colorado and universities
- Seal of AI or Digital Literacy
- Expanding representation on our AI governance subcommittees

Thank You

Let’s continue to connect!

So much of our work has emerged from connecting with Council of Great City Schools (i.e., Aurora, Boston, Hillborough, LAUSD, Madison, etc.).

We are always happy to knowledge share - please do not hesitate to reach out!

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Dr. Kali Peracchia: kali_peracchia@dpsk12.net