

# **Artificial Intelligence (AI) in ISD191 Board Work Session May 28, 2026**

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# Artificial Intelligence

A type of computer science that involves teaching computers or machines to learn and solve problems in a way that is similar to how the human brain learns and thinks.

# AI Prevalence



With AI now deeply integrated into the our world and daily lives, we must move toward a culture of **informed AI use**, where both staff and students understand how to navigate AI technologies safely and effectively.

“Daily technology for personal life, including streaming apps, google search, google maps, spotify, pandora, social media, email filters, Siri/Alexa, amazon, robot vacuum, digital thermostat, predictive text on smartphone, and credit card” prompt, Gemini, version 1.5 Pro, Google, 17 May 2026, gemini.google.com.

# AI Core Value Alignment



## CARING COMMUNITY

We will emphasize the human component of AI. The technological advancements must augment our most precious resource - our people.

## CULTURAL PROFICIENCY

AI does not function outside of larger societal forces and can be used to advance equality or increase disparities. We will embrace AI guided by our lens and tools of cultural proficiency.

## FUTURE READINESS

AI is a powerful and rapidly developing resource that is impacting all areas of our lives. Our students and staff will engage with AI to meet the demands of today and be prepared for the future.

## INCLUSIVE PARTNERSHIP

Collaboration across all areas of ISD191 will ensure that AI is utilized as an asset to meet our district's mission & strategic goals.

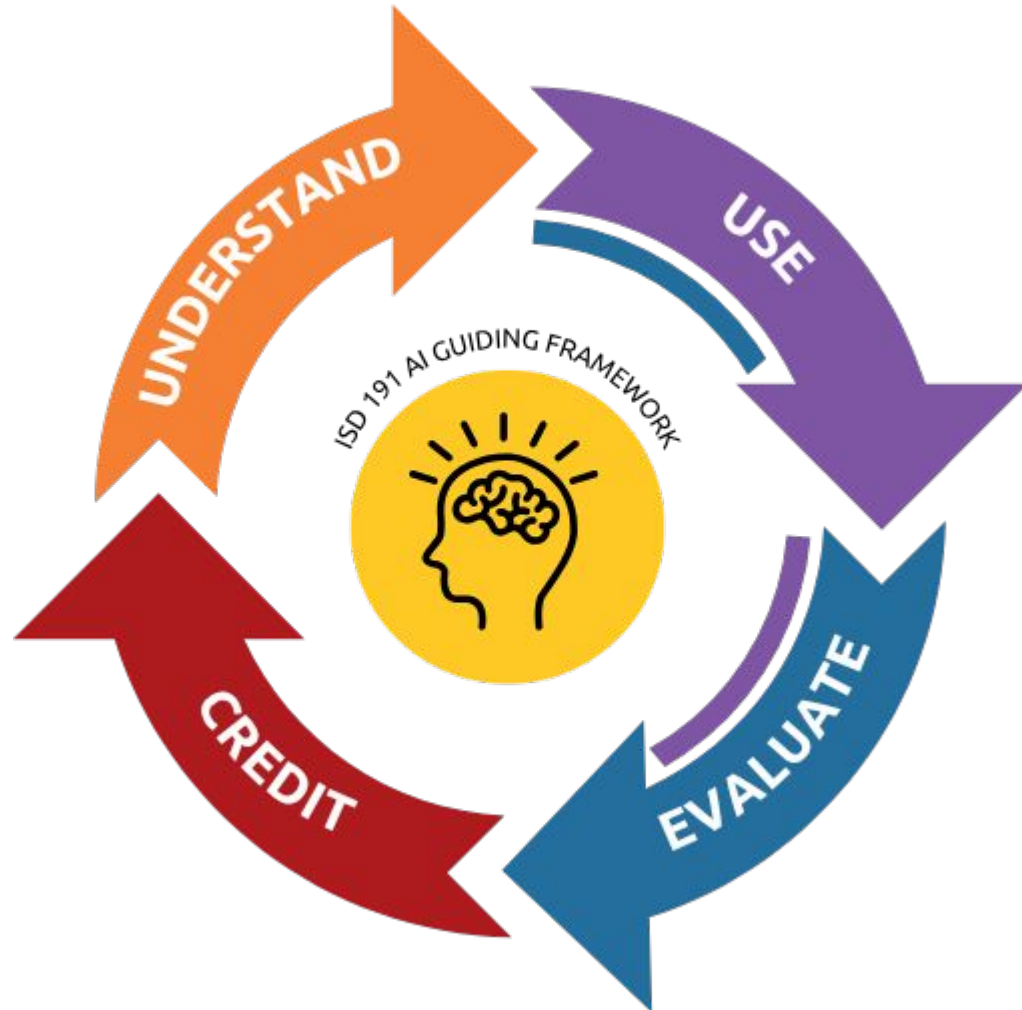
## STUDENT AGENCY

AI possesses incredible potential to personalize learning journeys, bridge languages, and provide critical resources for each student. AI also empowers students to drive their own learning and exploration.

AI in ISD191 is anchored by our district core values.

Our Core Value Alignment was created in spring 2025 and serves as our position statement that guides development of AI use.

# AI Guiding Framework



## Emphasizes:

- The need to think carefully and critically when using AI.
- The human is in the loop: at the center and in control

**Provides:** A four-part approach to responsible AI use.

# MSBA Model Policy

In February 2026, MSBA released a model policy for Responsible Use of Artificial Intelligence.

The model policy is designed:

- to support schools with responsible use AI for teaching, learning, and operations
- safeguard student and staff data, privacy, and security



## **Intent**

A comprehensive AI policy designed for districts in the early stage of implementation.



## **Our Reality**

We have existing frameworks in place and a path forward for continued development.



## **Recommendation**

Adopt a leaner AI Policy to avoid redundancies and build off our existing work

# MSBA Policy Alignment

Area	Starting From Scratch (MSBA Model Default)	ISD191 (Proposed)
Policy Scope	Massive, standalone document	Leaner AI Policy that references existing resources, procedures, and frameworks
Operational Agility	Static; requires board approval for minor operational changes	Proposed AI Policy provides governance. <b>AI in One91 Guide</b> provides the flexibility and interdependence with existing district work
Limit Redundancy	Duplicates existing privacy, behavioral, and access policies	References existing policies that guide these elements including <b>Policies 515, 524, 634</b> , etc.
Tool Vetting	Requires a new, separate AI vendor process	Utilize our existing and robust <b>Digital Resource Evaluation Process</b>
Data Privacy	Duplicates terms, definition, and requirements	Align to existing data privacy work - AI tools do not live in isolation
Student & Staff Use	Isolates use cases from other instructional and operational guidance	Explicit alignment to existing policies and procedures including the existing <b>student handbook</b>
Equity	Separates equity practices	Utilize our robust <b>Tools of Cultural Proficiency</b>

# AI Committee



We have a **Core AI Guiding Committee** that has been in place since Fall 2024

This committee actively works with stakeholder groups such as:

- Instructional and Operational Leadership
- Teachers and Staff
- Students
- Families

# AI Committee Activities



## Major Launch in May 2025

- Operational Leadership: AI 2025-2026
- AI Learning for 25/26 Instructional Leadership Meeting
- Creation of Foundational Guides

## 2025-2026 Training and Exploration

- AI for All Training for All Teachers
- AI Literacy Cohorts
- Elementary Master Schedule creation
- SIP Development (Notebook)
- Clerical Training
- Notebook LM Department Demos
- Use of AI for differentiation, creation of common assessments, standards unpacking

*Created through collaborative processes, stakeholders, and incorporating feedback*

# AI Core Value Alignment

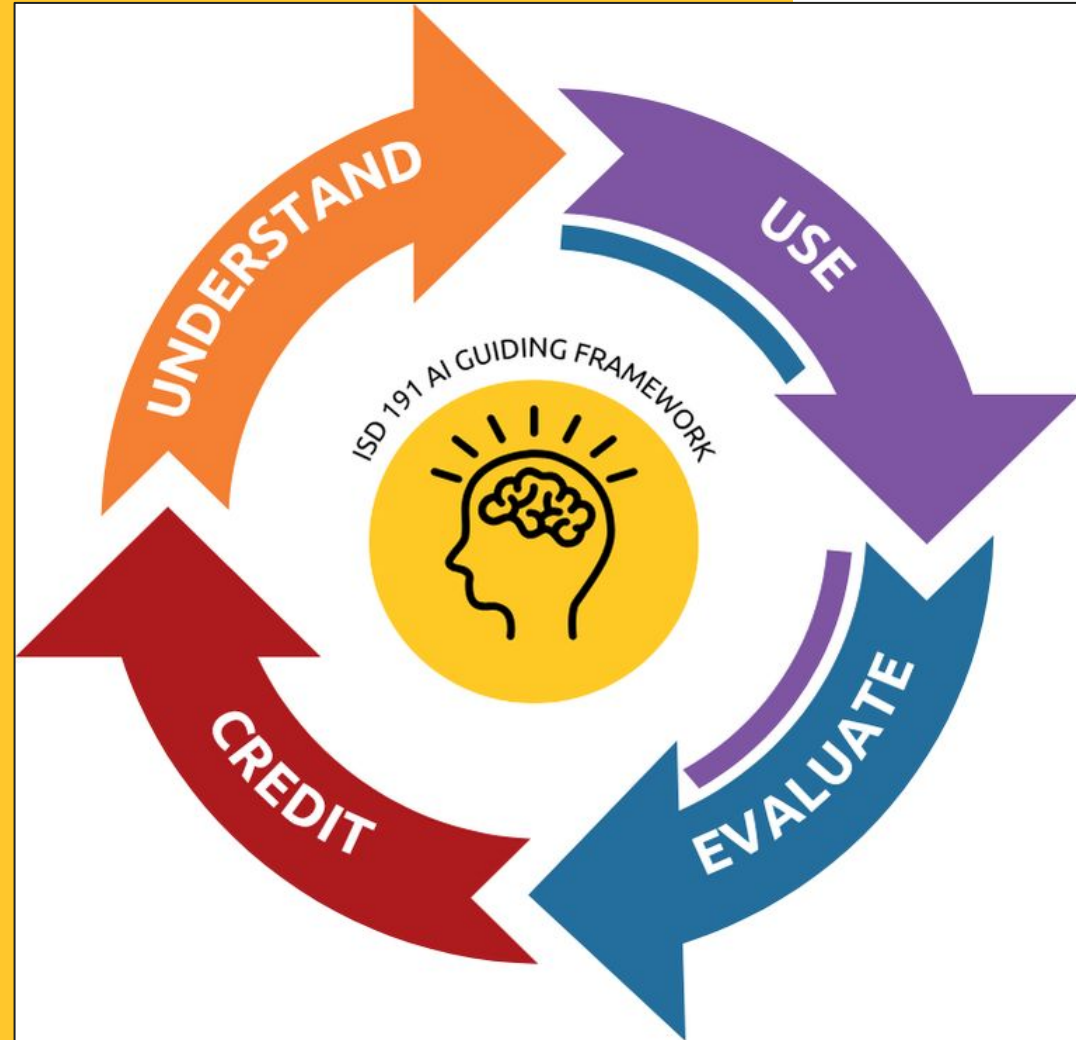
This document serves as our position statement that **guides development** of AI use.



# AI Guiding Framework

Our AI Guiding Framework highlights the four parts of **Responsible AI Use for Students and Staff.**

Always keeping the **Human in the Loop.**



# Common Language Tools for Staff & Students

We have created resources **to clearly communicate** our AI expectations and responsible use.

These are aligned to our AI Guiding Framework with the **Human in the Loop**.

### Staff AI Guide

A COMMON LANGUAGE TOOL TO GUIDE RESPONSIBLE STAFF USE OF AI

UNDERSTAND	USE
<ul style="list-style-type: none"> <li>How will I use AI to enhance my teaching and/or my work in ISD191?</li> <li>What district approved AI tool best meets my needs?</li> <li>Do I understand how the tool functions and how it protects data privacy?</li> </ul>	<ul style="list-style-type: none"> <li>Am I using AI as a tool to enhance learning, for efficiency, or for problem solving?</li> </ul>
CREDIT	
<ul style="list-style-type: none"> <li>How will I communicate my AI use with students, parents, and/or colleagues?</li> <li>Have I properly cited AI-generated content in my materials or work?</li> <li>Am I modeling how to credit AI use with students and colleagues?</li> </ul>	

This tool was created by adapting and combining ideas from two key resources: AI Guidelines Common Language © 2024 by Judi Bang and Rowen Elmors, Bloomington Public Schools, licensed under CC-BY-NC-SA 4.0 and Digital Promise's AI Literacy Framework to Understand, Evaluate, and Use Emerging Technology © 2024. If you use any parts of or duplicate this tool, please attribute the original creators.

### Student AI Guide

A COMMON LANGUAGE TOOL TO GUIDE RESPONSIBLE STUDENT USE OF AI

UNDERSTAND	USE
<ul style="list-style-type: none"> <li>Do I have permission to use AI?</li> <li>What is my teacher asking me to do?</li> <li>What AI tools can I use? How will they help me with my work?</li> </ul>	<ul style="list-style-type: none"> <li>Did I use the AI to help me, or did it do all the work?</li> <li>Did I use it to get ideas or just copy and paste?</li> <li>Does my work show <i>my</i> smart thinking?</li> </ul>
CREDIT	
<ul style="list-style-type: none"> <li>Always tell your teacher if you used AI.</li> <li>Explain how the AI helped you.</li> <li>This shows you are honest and helps others know how you made your awesome work!</li> </ul>	

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### How AI Can Be Used (in this project, assignment, today in class, etc.)

Do I know my teacher's AI expectations? What AI tool will I use and why? How does this tool work and is it the best tool for the task at hand?

Information & Learning	Content Creation
<input type="checkbox"/> Explain a topic <input type="checkbox"/> Break down tasks <input type="checkbox"/> Tutor <input type="checkbox"/> Give examples / non-examples <input type="checkbox"/> Review	<input type="checkbox"/> Parallel / level text <input type="checkbox"/> Summarize reading <input type="checkbox"/> Translate <input type="checkbox"/> Analyze data <input type="checkbox"/> Timeline development <input type="checkbox"/> Organize and/or summarize notes <input type="checkbox"/> Brainstorm <input type="checkbox"/> Outline <input type="checkbox"/> Draft / write <input type="checkbox"/> Grammar/ spelling <input type="checkbox"/> Feedback <input type="checkbox"/> Revise <input type="checkbox"/> Media Generation (images, audio, slides, music, video)

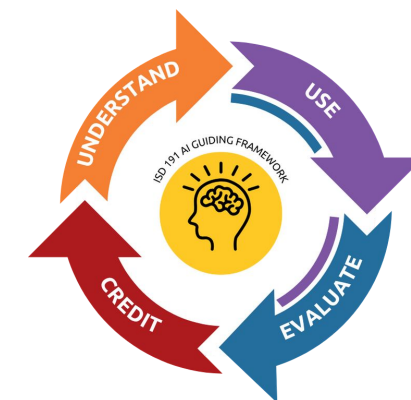
**USE** → How did I use AI? Did I use AI as an assistant or did AI do most of my work? Did I take time to build my own understanding and be the human in control? Does my work showcase my thinking and my learning?

**EVALUATE** → Think critically and carefully evaluate all outputs from AI. Ask: Does this make sense? Is this correct? Is anything missing? What evidence or reliable sources is the output based on?

**CREDIT** → Cite and give AI credit. Explain how you used AI. This shows academic honesty and helps others understand how you created your work.

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# PD & Awareness Training



## AI for All



- Framework & Guidelines
- Data Privacy
- District Approved tools
- Communicating Expectations to students

## AI for Leadership

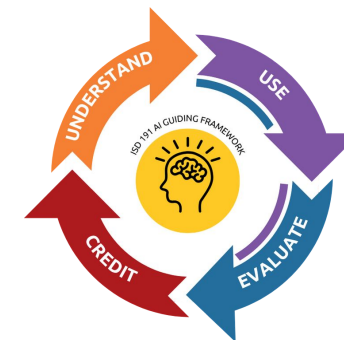


- Framework & Guidelines
- Data Privacy
- District Approved tools
- Communicating Expectations

## Specialized AI Sessions

- Social Studies Steering Committee
- 3-5 Standard & Benchmark Aligned Common Assessment Creation
- April 6th Sessions:
  - Using AI to Scale Your Classroom Impact
  - Media Literacy & AI: Oh My!
  - AI for Assessment: Next Steps
  - Maximizing District AI Tools

# PD and Awareness: AI Cohorts



## Mixed Cohort



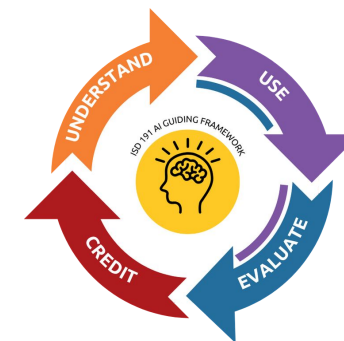
- “Mix” of educators across departments & content areas
- Focus: Understanding, Integration, and sharing learning with colleagues

## AI Literacy Cohort



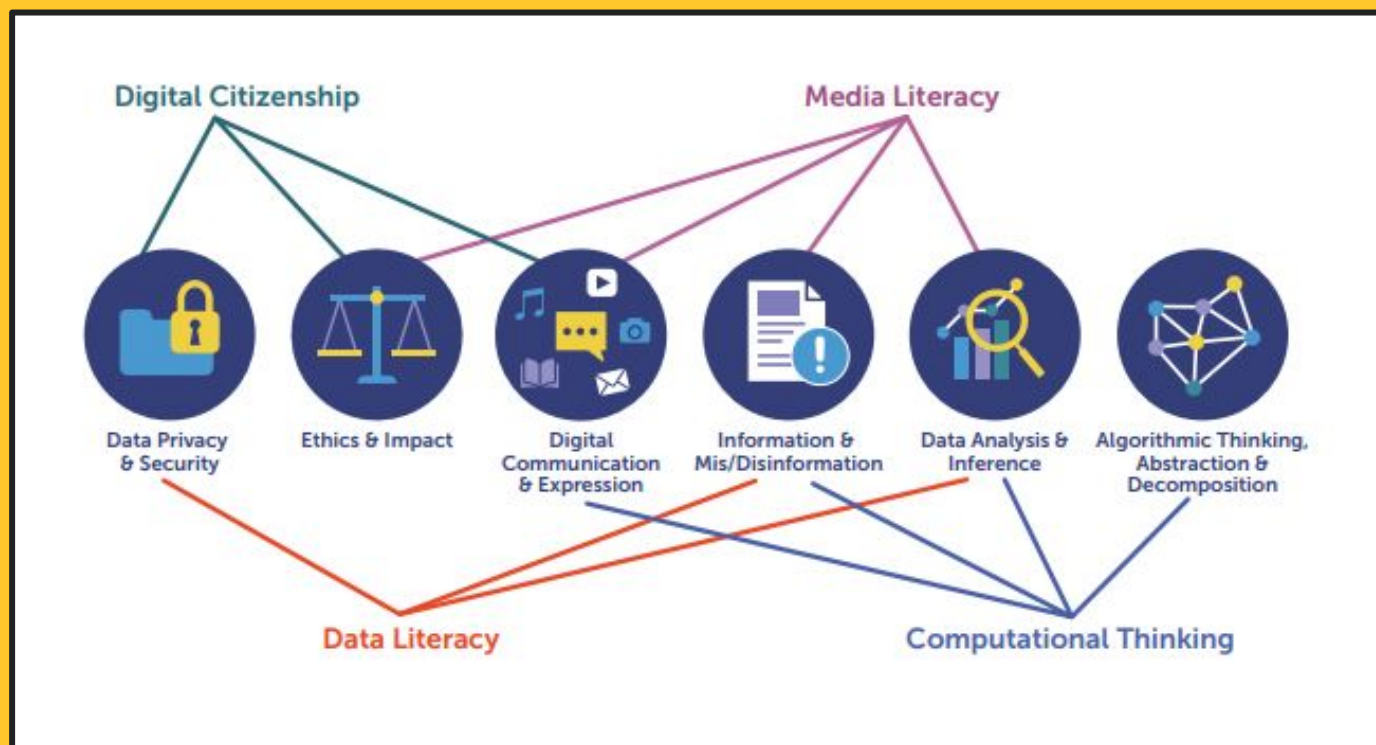
- Digital Learning & Success 191 teachers and Media Specialists
- Focus: Understanding, Integration, and developing AI Literacy lessons for students

1. What is AI and how does it work
2. When, why, and under what circumstances AI can be used ethically
3. How to interact with AI tools to benefit from their potential: prompting and responding
4. How to evaluate and revise the output of AI to mitigate bias and misinformation while ensuring accuracy and appropriateness



# AI Literacy for Students

AI literacy is interwoven with other content areas including **Digital Citizenship**, **Media Literacy**, **Data Literacy**, and **Computational Thinking**.



We identified key ideas:

- AI use by students cannot be ignored
- AI use will expand and change incredibly fast

We started with some key questions:

- Where do we have aligned content areas that we can build upon?
- What is uniquely new about AI Literacy?

# District Approved Tools

## The big three:



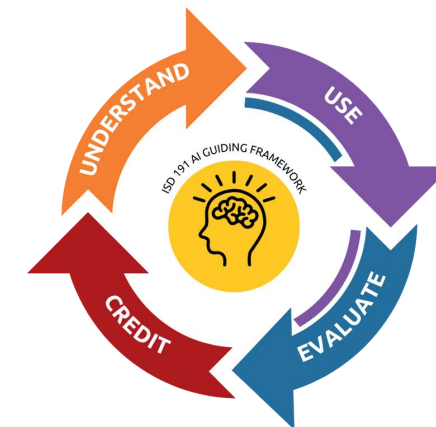
\*Magic School Staff & Student Accounts (new in 25/26)



\*All Staff & Students in grades 6-12

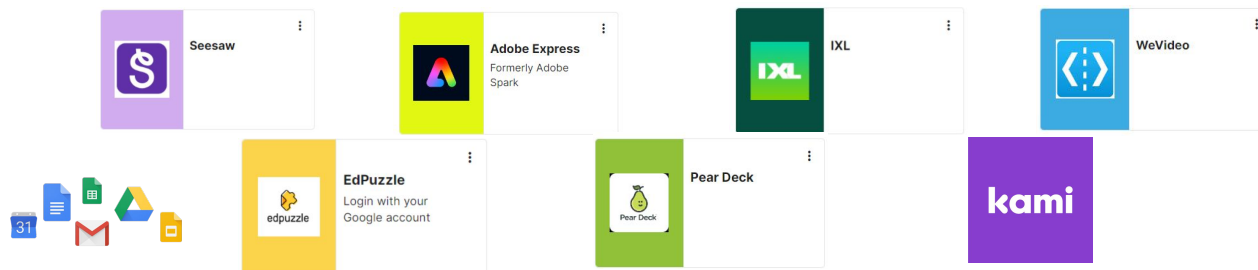


\*All Staff & Students in grades 6-12



District Approved Tools are evaluated for safety, security, and data privacy

## Other district tools with AI Embedded:



# 2026-2027 Plans

## AI Committee

- Recommendation of AI Board Policy
- Evaluation of AI Priorities & Implementation
- Update the **AI in One91 Guide**

## Leadership Training

- AI Use (how, safety, opportunities for efficiency)
- Leading AI use for staff and students
- Communication & Feedback from families

## Operational Use

- Development work on using AI for efficiencies across departments

## Staff Training

- Back to School - all staff
- New Educator
- AI Literacy Cohort - continuing group
- AI for Instruction Cohort - new group
- Gemini AI Implementation Pilot Group

## Student Use

- DLS and Digital Literacy Curriculum
- AI Course Guidance and Student Use
- Review and recommend adjustments: Student Handbook, Behavioral Guide, Filtering and Access

# Model Policy Recommendations

## ● Keep these in the ISD191 AI Policy

- H-AI-H / Human In the Loop
- Definitions
- School Approved AI Tools
- Training Requirements for Staff
- AI Literacy for Students
- Communication for Families

## ● Adjustments for the ISD191 AI Policy

- Reference Existing Policies and Established Procedures
  - Definition of PII
  - Equity
  - Student Expectations & Discipline
  - Staff Expectations & Discipline
  - Curriculum Integration
- Simplify language around AI Committee and continue with our existing structure

**[ Thank You ]**





## **REFERENCE MATERIALS**

The following slides are intended to be available for reference as needed during the work session, but are not part of the formal presentation for the work session.

# Digital Resource Evaluation Process

## Digital Resource Evaluation Process

This document outlines the steps required for evaluating a new digital resource, software, online tool, or application. Before new digital resources are procured and implemented in ISD191, they must undergo a formal evaluation and approval process.

 <p><b>1. SHOULD WE USE IT?</b></p>	 <p><b>2. CAN WE USE IT LEGALLY?</b></p>	 <p><b>3. CAN WE SUPPORT IT?</b></p>	 <p><b>4. CAN WE ENSURE EFFECTIVENESS?</b></p>
<p>Is there an instructional or operational need?</p> <p>Does this align with instructional or operational goals?</p> <p>Is there a digital resource already in our system that can do similar things?</p> <p>How will the resource be paid for and is the value worth the cost?</p>	<p><b>Student Data Privacy:</b> Is there a vendor signed DPA confirming compliance with MN Student Data Privacy (MGDPA) and federal laws?</p> <p><b>Digital Accessibility:</b> Is there a vendor signed Digital Accessibility Compliance Rider confirming WCAG Level AA standards have been met? Has the vendor provided an Accessibility Conformance Report (ACR)?</p>	<p>How is it configured? How are accounts created and managed?</p> <p>Does it work with our existing devices, programs, and systems?</p> <p>Is there a vendor-completed Tech Vendor Questionnaire?</p> <p>How secure is the resource? Does it introduce unacceptable risks?</p>	<p>Who is the Program Manager that will lead this program?</p> <p>How long is it expected to be used in our district?</p> <p>What is needed to maintain it annually?</p> <p>What PD and communication will be needed to ensure effective use?</p> <p>How will usage and effectiveness be assessed?</p>
<p><b>DECISION:</b> YES → PROCEED TO NEXT COLUMN NO → DENIED, DO NOT PROCEED</p>	<p><b>DECISION:</b> YES → PROCEED TO NEXT COLUMN NO → DENIED, DO NOT PROCEED</p>	<p><b>DECISION:</b> YES → PROCEED TO NEXT COLUMN NO → DENIED, DO NOT PROCEED</p>	<p><b>DECISION:</b> YES → APPROVED NO → DENIED</p>

### FINAL EVALUATION DECISION

**Approved:** Meets all instructional/operational, legal, and tech requirements and has a plan for effective use. Proceed to implementation.

**Denied:** The resource fails to meet all instructional/operational, legal, or technical requirements.

AI exists in tools such as ChatGPT, Gemini, and Claude

AI also exists in all our digital resources

The evaluation of resources is done through the Digital Resource Evaluation Process

# AI Literacy Cohorts

**The AI Literacy Cohorts are designed for teachers explore AI AND to create AI Literacy lessons for students.**

## **2025-2026 Goal**

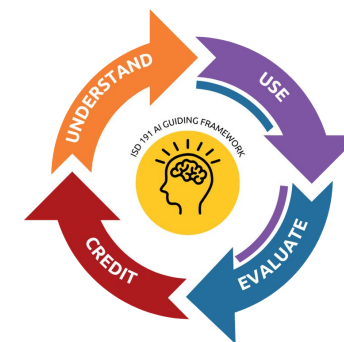
AI Literacy Cohort Educators develop three lessons for each student group

- DLS grades 3-5
- MS Digital Learning
- HS: Success 191
- Library Media Specialists 6-12

## **2026-2027 Goal**

AI Literacy Cohort Educators will deliver AI lessons for grades 3-9 and continue to expand and adjust lessons.

- DLS grades 3-5 AI Lessons with Parent Support Tips
- MS Digital Learning
- HS: Success 191



# AI Literacy Scope and Sequence



## 5th Grade AI Literacy Lessons

5th GRADE	Lesson 1	Lesson 2	Lesson 3
<b>AI Concept</b>	<b>Sometimes AI Makes Mistakes - Checking AI for Accuracy</b>	<b>Being Honest &amp; Responsible with AI Image Generation</b>	<b>Making the Right Choice &amp; Assessment</b>
<b>Learning Objective(s)</b>	<p>Students will define and review the key terms: artificial intelligence and ethical.</p> <p>Students will practice using an AI chatbot for information gathering and verify the information using a second source.</p> <p>Students will explain that using AI ethically requires critical thinking about AI outputs and checking for accuracy.</p>	<p>Students will explain that ethical AI use means using your own ideas.</p> <p>Students practice prompting and using AI to generate an image to create a digital representation/image of their idea.</p> <p>Students will practice giving credit to the AI generated image.</p>	<p>Students review and explain ethical AI topics: checking AI for accuracy, using your own ideas, doing your own work, being honest and kind.</p> <p>Students practice making ethical decisions.</p> <p>Students show their learning by taking an AI assessment.</p>
<b>Assessment Method</b>	Magic School AI Room engagement analytics	<u>Seesaw Activity - Ethical AI Part 2</u>	<u>Seesaw Assessment</u>
<b>ISTE Standard(s)</b>	1.1.d. Empowered Learner 1.2.b. Digital Citizen 1.3.b. Knowledge Constructor 1.3.b. Knowledge Constructor	1.1.a. Empowered Learner 1.2.c. Digital Citizen 1.6.a. Creative Communicator 1.6.b. Creative Communicator	1.1.c. Empowered Learner 1.2.a. Digital Citizen 1.2.d. Digital Citizen
<b>Parent Communication</b>	<p>Hello 5th grade families,</p> <p>I am excited to share that our 5th-grade classes have been engaging in a three-day unit focused on Artificial Intelligence (AI) Literacy. As AI technology becomes a larger part of our world, our goal is to help students understand how these tools work while developing critical thinking and responsible use skills. Throughout this unit, students explored the concepts behind AI and had hands-on opportunities to interact with connected digital tools in a safe and supervised environment. Here is an overview of what was covered:</p> <p>Day 1: Intro to AI and Ethical Use – Students learned how chatbots function as "super-autocomplete" tools. They practiced interacting with AI to gather information and used secondary sources to verify the accuracy of AI-generated facts.</p> <p>Day 2: Honesty &amp; Responsibility in AI Generation – Students used their own original ideas to prompt an image generator. We focused heavily on digital citizenship, specifically how to give proper credit (citations) for AI-assisted work.</p> <p>Day 3: Making the Right Choice – Students applied what they learned by navigating ethical dilemmas. We discussed the importance of protecting private information and ensuring that we use technology in a way that is honest and kind.</p> <p>Our focus is to demystify these technologies and empower our students to be informed and ethical digital citizens. If you have any questions about the tools we used (such as MagicSchool AI or Adobe Express) or the topics we discussed, please feel free to reach out.</p>		

# AI Language in Student Handbook



## Student Handbook 2025-2026

### General District Information

#### ARTIFICIAL INTELLIGENCE (AI)

District 191 embraces AI technologies to enhance educational experiences and support diverse learning needs. AI tools may be incorporated into classes to assist in personalizing learning and offering various ways for students to express their knowledge and engagement. AI tools will be taught as part of curriculum so that students have the knowledge and skills to leverage AI.

#### Guidelines for AI Use:

- 1. Educational Enhancement:** AI is used as a supplementary tool to augment the teaching provided by educators, assisting in tasks ranging from generating creative content to providing analytical insights. It is crucial to treat AI as an aid, not a replacement for traditional learning methods or teacher guidance.
- 2. Critical Engagement:** Students are encouraged to critically engage with AI outputs, questioning and verifying the information generated. It is the student's responsibility to ensure the accuracy of their work, even when using AI-generated content.
- 3. Ethical Use and Integrity:** All work submitted should clearly acknowledge the use of AI tools, specifying how and why AI was utilized. Transparency in the use of AI prevents academic dishonesty and fosters an environment of integrity and honesty.
- 4. Inclusivity and Accessibility:** AI tools should be used in ways that are inclusive of all students, including those with disabilities and multilingual learners. Efforts will be made to ensure that AI resources are accessible to everyone and sensitive to diverse needs.
- 5. Data Privacy:** In using AI technologies, the privacy and security of student data are paramount. Students and educators must adhere to district guidelines on data handling, ensuring that personal information is protected and AI interactions comply with our data security policies.