

AI Rollout Update

May 5, 2026

Feedback considered

- Meeting held with University of Minnesota–Duluth professors
- School board listening sessions
- Student survey
- District Advisory Committee March meeting
- Results from secondary teacher survey following professional development

Specific feedback from District Advisory Committee

- Career readiness is important, employers seeking AI skills in candidates and expecting employees to leverage AI
- There is still much uncertainty about AI and its impact on student development
- Concerns about cheating and redesigning instructional approach
- Shift in pedagogy for how to assess student knowledge
- Preparing students for their future is key work of district

Feedback from high school student Thought Exchange

- Environmental impact needs to be considered
- Concerns surrounding ethics and cheating
- Many participants suggest we should use AI sparingly, with a desire to retain a substantial human-driven component of education
- Concerns about teachers use of AI, curricular content generated by AI, and varying quality of generated content
- District needs to consider impacts on mental health

Feedback from high school student Thought Exchange

- Students see how AI can be used as a tutor
- AI helps locate sources for research
- AI helps explain content in ways students understand, in different ways than their teacher
- Can support learning when used responsibly

Excerpts from student Thought Exchange

- “I think generative A.I. is very harmful and dangerous to our environment”
- “I feel like making sure the human/AI balance in submitted work and it's importance is reinforced”
- “I believe that AI does not belong in schools unless all ethical issues are addressed”
- “It can support learning when used responsibly”

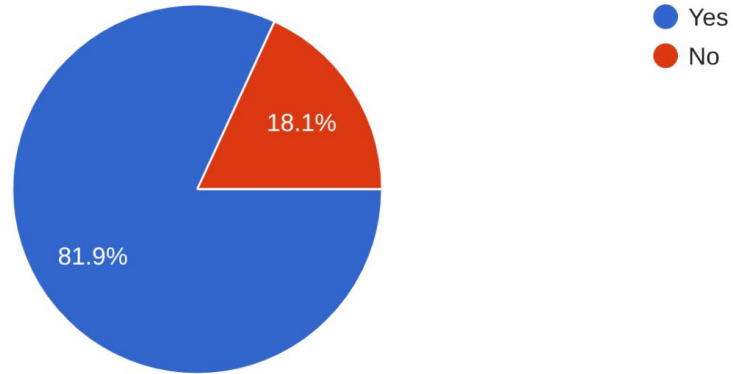
Excerpts from student Thought Exchange

- “[AI] Helps me learn how to do things and give me new ways to figure things out that might help me more than what I was taught previously.”
- “AI...takes away from interpersonal relationships between students with their peers and their teachers.”
- “We need to teach people how to responsibly use it”
- “If we want to learn something it will teach us how to learn it”
- “Using AI to boost what you already know or give you ideas on how to start a project is a good use. It allows us to expand our knowledge and learn things that we wouldn't have normally.”

Information from the Staff Survey

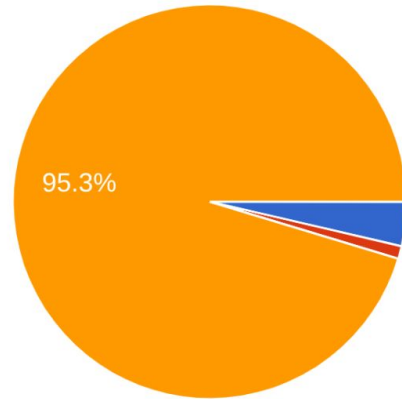
Have you seen or heard evidence that students have used AI on assignments and called it their own work?

193 responses



Once granted Gemini access, when are students allowed to use AI tools? (Select the best answer)

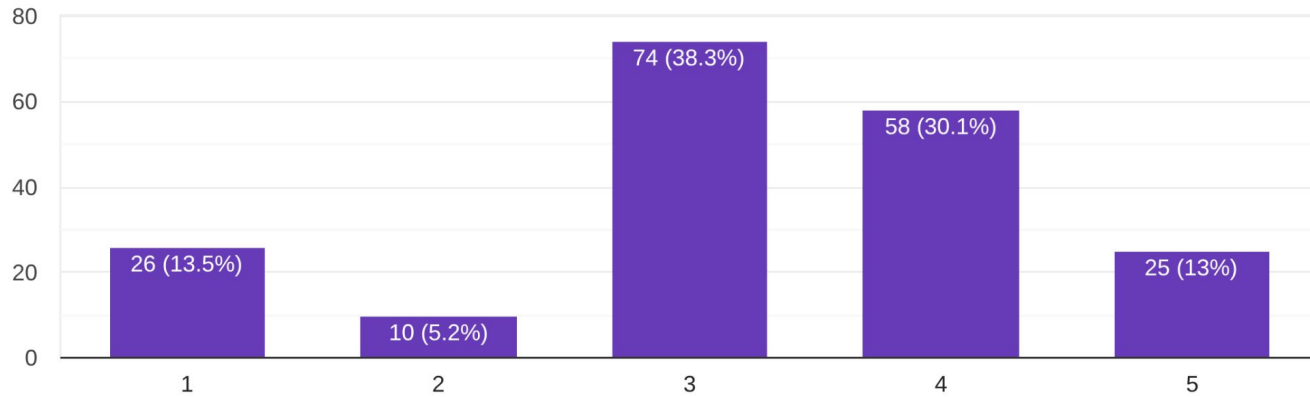
193 responses



- At any time, for any purpose.
- Only for personal use, outside of schoolwork and never on district devices.
- Only when explicitly permitted by a teacher for a specific assignment.






Rate your agreement: The Common Language Tool will help me have conversations with students about their ethical use of AI in my class or with my students.

193 responses



Common Language Tool

Can I Use AI on This Assignment?

Writing 	Project 	Building Understanding 	Planning/Organization 	Creativity 
<input type="checkbox"/> Topic/Genre Selection	<input type="checkbox"/> Brainstorm	<input type="checkbox"/> Explain a topic	<input type="checkbox"/> Breakdown tasks	<input type="checkbox"/> Idea generation
<input type="checkbox"/> Outline	<input type="checkbox"/> Plan	<input type="checkbox"/> Tutor	<input type="checkbox"/> Timeline development	<input type="checkbox"/> Image generation
<input type="checkbox"/> Research	<input type="checkbox"/> Research	<input type="checkbox"/> Give examples/non-examples	<input type="checkbox"/> Organize and Summarize	<input type="checkbox"/> Media generation
<input type="checkbox"/> Grammar/Spell Check	<input type="checkbox"/> Creation	<input type="checkbox"/> Review		
<input type="checkbox"/> Draft	<input type="checkbox"/> Feedback	<input type="checkbox"/> Level Text		
<input type="checkbox"/> Feedback	<input type="checkbox"/> Speech or Discussion	<input type="checkbox"/> Summarize Reading		
<input type="checkbox"/> Revise	<input type="checkbox"/> Slide Creation			

<input checked="" type="checkbox"/>	YES
<input type="checkbox"/>	NO

Students are responsible for ensuring that all work reflects their own thinking, learning, and creativity. If unsure, students should ask for clarification before using any AI tool. Students may not use artificial intelligence tools, unless the teacher has given explicit permission and AI generated content is properly cited when applicable.

Misuse of AI is a form of academic dishonesty and may result in consequences.

Syllabus Statement

Students are responsible for ensuring that all work reflects their own thinking, learning, and creativity. If unsure, students should ask for clarification before using any AI tool. Students may not use artificial intelligence tools, unless the teacher has given explicit permission and AI generated content is properly cited when applicable. Misuse of AI is a form of academic dishonesty and may result in consequences.

Summary of what we've heard

- District should focus on intentional use of AI
- Seeking AI use be isolated to purposeful lessons
- Concerns about equity of access
- Environmental considerations
- Perceived overuse of technology, desire to limit screen time
- Potential for decline of critical thinking skills
- Societal experiment with undetermined results
- Ability to tutor students and enhance learning, help learn in new ways

Next steps

- Continued focus on building staff capacity and student readiness as we begin school in fall
- No student AI rollout date planned at this time
- Messaging to parents about district's plan and efforts
- William Grube (K-12 AI trainer) coming onsite to train teachers September 1
- Improvements to District AI website within Digital Innovation department
- Continue examining research around AI use and student learning & development
- Engage with AI Champions and peer districts
- Engage with student groups

Student and staff preparation

- Student lesson had been completed before February
- District Office AI training held in February
- Principal AI trainings held in March
- Continued work with AI in department meetings
- Contracting with Gruvy Education for next fall
- Continued student training

Key Messaging for Our Community

Why We Are Implementing AI

- **Preparing Students for the Future:** Employers are seeking AI-literate candidates. Fluency in these tools is becoming a vital skill for future career efficiency.
- **Deepening Critical Thinking:** When used appropriately, AI helps students gain a deeper understanding and encourages independent thinking.
- **Empowering Educators:** AI acts as an assistant, helping teachers with administrative tasks like standard alignment. This gives them more time for direct student interaction.
- **Proactive Response:** We are addressing the reality of AI usage in society; strict detection is no longer a viable sole strategy.

THE "SOCRATIC TUTOR" METHOD
(For Student AI Use)

Don't ban AI. **Teach students** how to use it the right way.

→ Shift AI from answer-giving ~~X~~ → thinking support

STUDENT PROMPT TEMPLATE

"Act as my expert Algebra 1 tutor. My goal is to truly understand how to solve the math problems I give you.

Rule 1: NEVER give me the final answer or all the steps at once.

Rule 2: Ask me a guiding question to help me figure out the first step. Wait for my response.

Rule 3: If I make a mistake, point it out gently and ask me to correct it before moving on.

Here is my first problem: [Insert Problem]"

HOW TO ENFORCE IT

- Require students to submit their AI chat link
- Grade the conversation, not just the answer
- Look for effort, thinking, and participation
- Reward the problem-solving process

WHAT THIS BUILDS

- Independent thinking
- Deeper understanding
- Academic integrity
- Confidence in problem solving

EACH ONE TEACH ONE @ellecrenshaw

Questions?
