Agenda

Importance of AI & Why it Matters

Using AI as a Learning Tool

Opportunities for Discussion & Feedback

Norms

Assume the Best: Believe that everyone here wants what is best for our students.

Listen to Understand: Listen closely to others' ideas.

Be Curious:
Ask questions to help us dig deeper into ideas together.

Make Space for All: Keep comments concise so that everyone has the chance to be heard.

Keep the Conversation Going: We will not have all of the answers today, but we are taking an important step together.

The Landscape

Why AI Matters

Strategic Plan Goals

CULTURE OF EXCELLENCE

Goal 1: Establish, implement and uphold a common standard of excellence for school climate and instruction.

EQUITABLE OPPORTUNITIES & OUTCOMES

Goal 2: Celebrate diversity, while elevating equity of opportunities and outcomes for each student.

WHOLE- CHILD ENVIRONMENTS

Goal 3: Cultivate an inclusive school environment that recognizes and addresses the whole child - social, emotional, physical and mental wellness.

HIGH-IMPACT DIVERSE STAFF

Goal 4: Recruit and retain high impact staff that uphold the values of Kentwood Public Schools - in particular, staff that are reflective of community diversity.

CROSS CUTTING THEMES

Make learning meaningful and accessible for all students through innovation and "real world" experiences. Ensure students, families, and staff benefit from **effective communication, ongoing outreach, and engagement opportunities.**

Vision for Students

I know we all belong and are valued.

I am motivated to learn and achieve new and challenging ideas.

I see myself and others in my learning.

I am cared for, supported, and heard.

I am empowered to influence my community.

Then students will achieve academic excellence in an environment where they are supported, motivated, empowered and have a sense of belonging.

What is AI & Why Does it Matter
AI is a tool to support learning — students still do the thinking.

What AI Is & Is Not

- AI tools (e.g. ChatGPT and Gemini) can help explain ideas and support learning
- AI does **not think or know facts** — it makes predictions and can be wrong

Why It Matters

- AI is becoming part of careers & daily life

What This Means for School

- **Teachers remain essential** — AI supports learning, but does not replace the humans
- We use AI **safely, ethically, and purposefully** to strengthen learning

66% of leaders say they would not hire someone without AI skills.
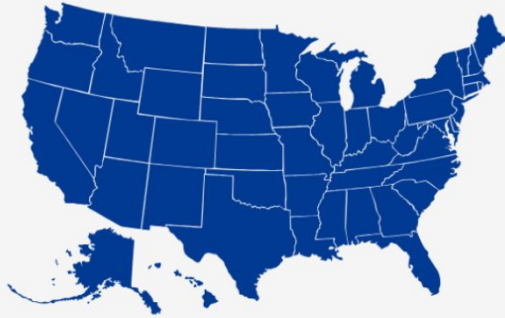(Source: Microsoft, May 2024)

#1 Of the 15 fastest-growing professional skills in the US, AI Literacy is number 1.
(Source: LinkedIn News, March 2025)

AI will lead to automation and significant job upskilling

30% of current U.S. jobs could be automated by 2030

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By 2030, 30% of current U.S. jobs could be fully automated, while 60% will see significant task-level changes due to AI integration. This shift highlights the urgent need for workers to adapt through upskilling and technological proficiency.

We **cannot** simply **opt out of AI**. If we ignore it in the **classroom**, we aren't protecting our students; we are just ensuring that they will use [AI] **without guidance**, and without the **critical thinking skills** they need to use it **safely**.

The **danger** isn't that AI replaces us, but that we **fail to prepare students** for a world where it is **omnipresent**.
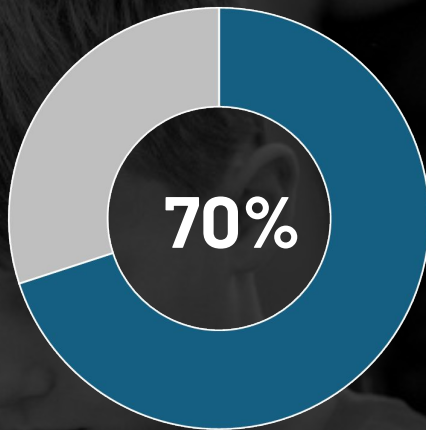
Ethan Mollick, Author, *Co-Intelligence*

Community
Voice

Survey Insights

Community Survey Insights & Perspectives
Highlighting the need for clear guidance

n = 1,266

70%

31%

Perceived Importance

70% of stakeholders believed it is "**very**" or "**extremely**" **important** for KPS to address **AI opportunities, challenges, & potential in education**.

The Confidence Gap

31% of stakeholders reported being "**very**" or "**extremely**" **confident** in their use of **AI tools** for student learning.

Source: KPS Artificial Intelligence (AI) Survey, January 2026

Our Community Sees Benefits—With Clear Guardrails

What Excites Stakeholders

- ✅ Enhanced communication and support for families
- ✅ Personalized learning for students
- ✅ Make routine tasks more efficient

What Concerns Stakeholders

- 🛡 AI might do too much of the thinking for students
- 🛡 Could be used in ways that are not safe and honest
- 🛡 May give incorrect information or include bias

Community Perspectives – Potential & Responsibility

"There are many clerical tasks within my role that could be completed by AI thus freeing me for student-focused work." - KPS Staff Member

"Missing the opportunity to teach kids how to use AI responsibly now would be like my generation not being taught how to use a computer." - KPS Family Member

"I would like to see a slow and careful integration of these tools into the education to allow time to see the impacts and adjust where necessary." - KPS Family Member

Community Perspectives – Cautious & Curious

"Will this tool give us an opportunity to look more closely at the mundane tasks that do not directly impact student outcomes?" - KPS Staff Member

"AI is a great tool, but like everything, students need to be taught how to use it in a correct manner." - KPS Student

"It's also important to communicate the environmental impacts of AI and what it takes to sustain it locally as well as abroad." - KPS Family Member

Guiding Principles & Shared Values

Prioritizing Human Connection, Ethics & Safety

Human-Centered Approach

AI supports teachers and students but **never replaces personal connection**, empathy, and mentorship.

Responsible & Ethical Use

We will teach students how to use **AI honestly and critically**, while **maintaining academic integrity**.

Safety & Data Privacy

The district uses secure, technology to **protect personal data** and ensure a **safe, digital learning environment**.

Discussion

- What **surprised, resonated with, or excited you** about the **survey findings** or **research**?

- What **questions/topics** should we be asking **next** based on this **information**?

Guidance & Safety

Guardrails for Appropriate
AI Use in School

Our AI Journey So Far

→ In **Fall 2024**, KPS conducted a **K-12 Staff AI Needs Survey**

→ During 2024-2025 school year, our **AI Working Group**, consisting of building principals, teachers, staff, Kent ISD Ed Tech Consultants, developed **KPS AI guide**.

→ **Training for Staff & K-Techs**

→ Giancarlo Brotto, global AI expert, led Strategic Leadership Workshop for building principals and district leaders.

→ Multi district AI Task Force recently launched with Thru education consultants.

KPS KENTWOOD PUBLIC SCHOOLS EXCELLENCE AND EQUITY IN EDUCATION | **A Destination District**

Artificial Intelligence Guide

KPS AI Guidance

Staff and families remain central to learning, with AI serving to **support**, **not substitute**, the critical thinking, relationships, and professional expertise that define quality instruction.
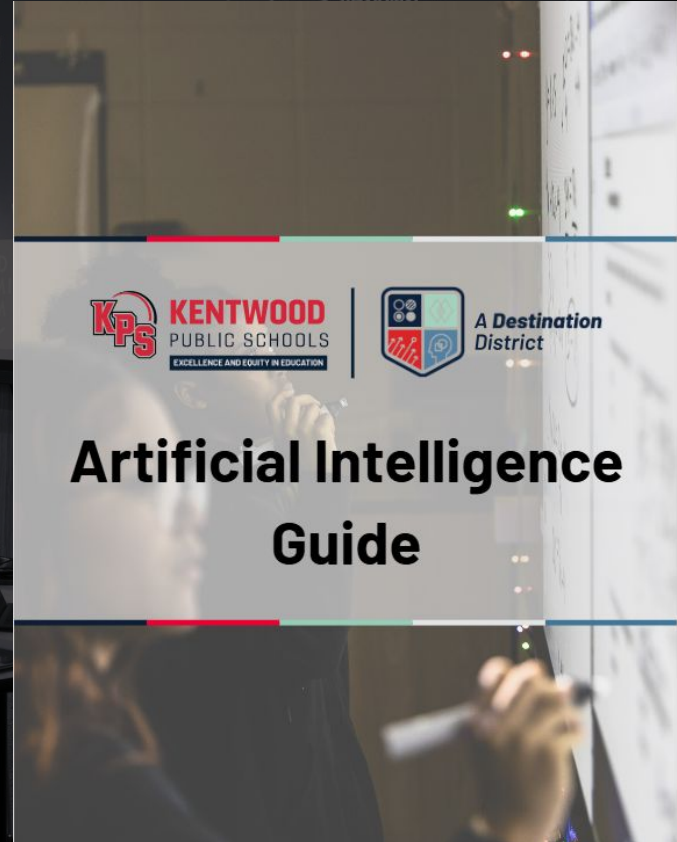
KPS AI Guidance

Data Privacy

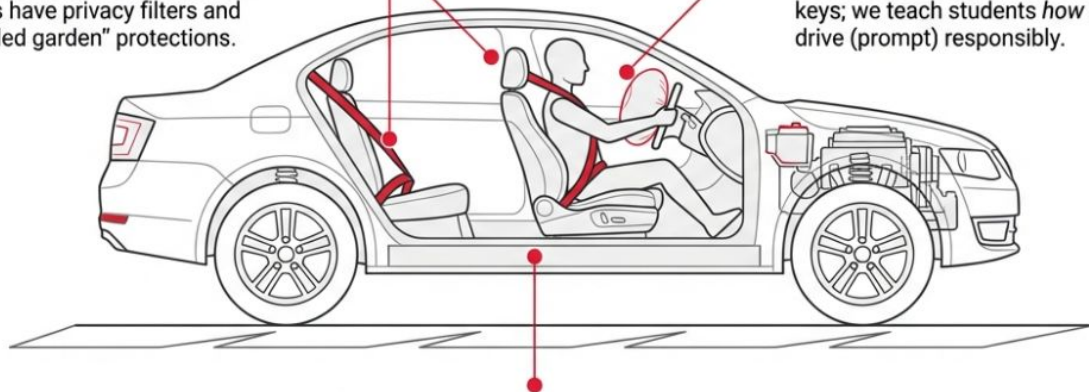Academic Integrity

Age Appropriate Use

Mitigating Risk: The Driver's Ed Analogy

Safety Features (Guardrails). Just as cars have seatbelts, our AI tools have privacy filters and "walled garden" protections.

Driver Training (Literacy). We don't just hand over the keys; we teach students *how* to drive (prompt) responsibly.

Risk Mitigation. We accept the risk of driving because it is necessary. We treat AI the same way— necessary for the future, but managed with care.

NotebookLM

We don't ban cars because they are risky. We add safety features and training.

We can apply the same logic to AI.

Age Appropriate Use of AI

Grades K-2

Awareness & Observation

Teacher led. "AI is not a person.

Grades 3-5

Guided Use

Teacher curated content. Build awareness of AI, its decisions, and responsible use.
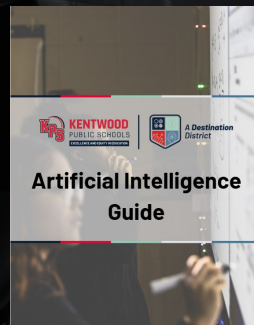
Grades 6-8

Interactive Use

Use AI responsibly to brainstorm, verify accuracy, and ensure transparency.

Grades 9-12

Independent Use

Encourage guided independent and ethical AI use for learning, careers, and civic life.

Artificial Intelligence Guide

Permission Scale of AI for Classwork

Level	Usage	Description	Disclosure Requirements
Level 0: Prohibited	None	No AI use allowed.	None required.
Level 1: Limited	Idea Starter	AI may be used for brainstorming and idea generation in early stages only.	Statement explaining how AI was used + chat transcript (if requested).
Level 2: Supportive	Editor	AI may be used to clarify, improve, or reword student-created work.	Statement explaining how AI was used + chat transcript (if requested).
Level 3: Targeted	Task Assistant	AI may complete specific elements of the task as directed by the teacher.	Citation of AI content + chat transcript (if requested).
Level 4: Integrated	Partner	AI can be used throughout the assignment as a "co-pilot."	Citation of AI content + chat transcript (if requested).

KENTWOOD
PUBLIC SCHOOLS
EXCELLENCE AND EQUITY IN EDUCATION

A Destination District

Artificial Intelligence Guide
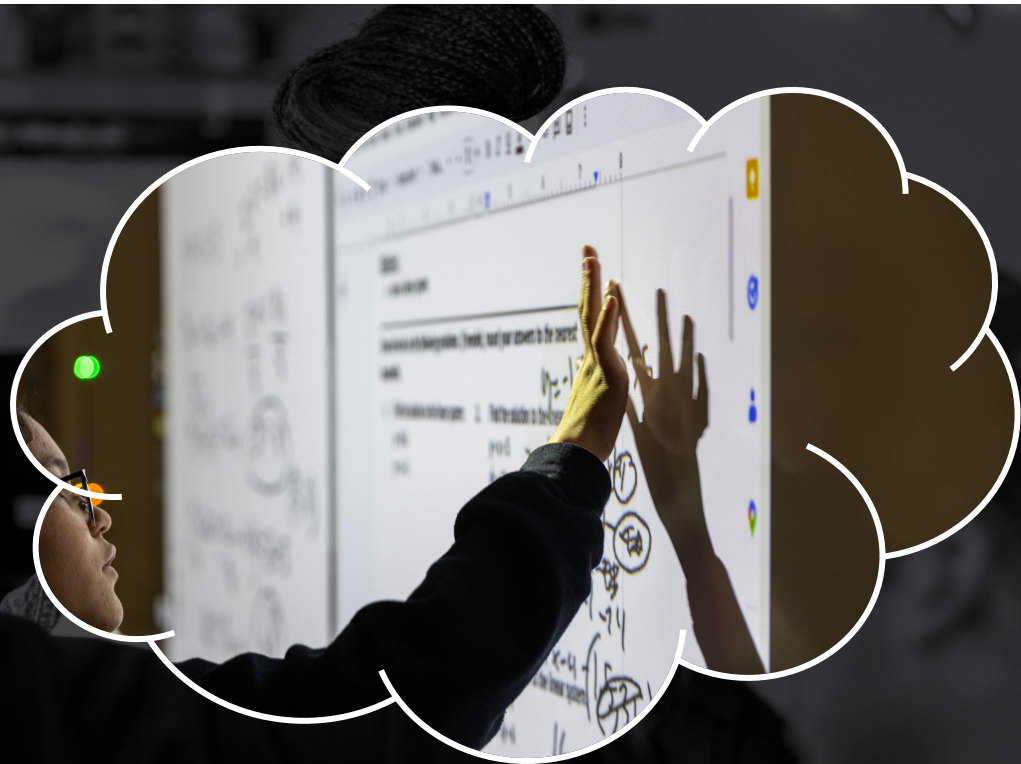
AI in Learning

Supporting vs. Replacing Learning

AI Is Moving Quickly—We're Working to Keep Up
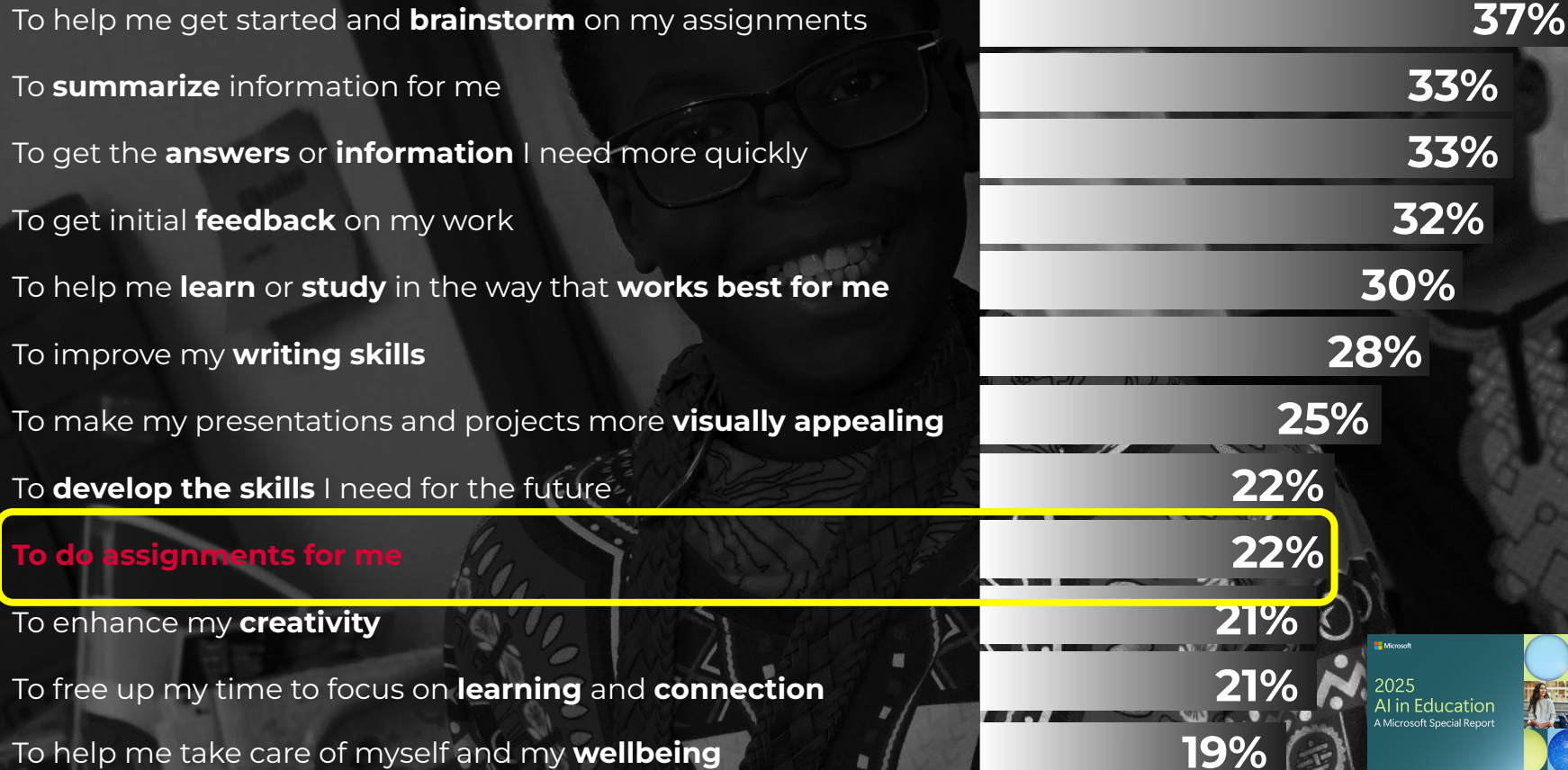
70%

of teens (13-18) say they
have used at least one type
of generative AI tool.

Source: Common Sense Media, Sept. 2024

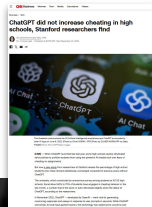*Our goal is to ensure students are using it effectively and safely.*

HOW STUDENTS ARE USING AI IN SCHOOL

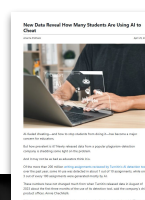|	
To help me get started and **brainstorm** on my assignments	37%
To **summarize** information for me	33%
To get the **answers** or **information** I need more quickly	33%
To get initial **feedback** on my work	32%
To help me **learn** or **study** in the way that **works best for me**	30%
To improve my **writing skills**	28%
To make my presentations and projects more **visually appealing**	25%
To **develop the skills** I need for the future	22%
To do assignments for me	**22%**
To enhance my **creativity**	21%
To free up my time to focus on **learning** and **connection**	21%
To help me take care of myself and my **wellbeing**	19%

AI-Assisted Cheating

Students are **cheating at about the *same rate*** they were before they had access to generative AI tools.

Not cheating **more**, cheating **BETTER**.

ChatGPT did not increase cheating in high schools, Stanford researchers find

by Samantha Murphy Kelly, CNN

December 13, 2023

New Data Reveal How Many Students Are Using AI to Cheat

by Arianna Prothero, EdWeek

April 25, 2024

AI and Plagiarism or Cheating

Responding to Suspected AI Use or Plagiarism

When educators suspect that a student has used AI inappropriately, the response must be grounded in fairness, transparency, and student support. **AI detection tools must not be used to initiate or justify disciplinary action, as they are unreliable and prone to false positives.**

1. **Review the Work Thoughtfully:** Look for inconsistencies compared to the student's past work. Avoid assumptions based solely on writing style. Do not rely on AI detection tools.
2. **Refer to KPS School Board Policy:** Reference Kentwood Public Schools Board Policy 5500 and 7540.09 on academic honesty and Artificial Intelligence. Violations are considered academic dishonesty and may result in disciplinary action.
3. **Talk with the Student:** Hold a one-on-one conversation to understand how the work was completed. Ask for planning artifacts—notes, outlines, drafts, or writing timelines.
4. **Document and Communicate:** Keep notes from the conversation and collect any relevant materials. Notify parents or guardians as soon as possible and offer a chance to discuss the concern.
5. **Leverage it as a Teachable Moment:** When appropriate, treat the incident as an opportunity to reteach expectations around transparency, originality, and responsible AI use.

AI in Learning: Two Paths

AI as a Shortcut
(Misuse)
X

Replaces Critical Thinking
Users simply copy answers, bypassing the effort of understanding concepts.

Avoids Productive Struggle
Essential problem solving struggles are skipped, hindering deep learning.

Accepts Answers As Is
AI generated responses are accepted at face value without question or verification.

AI as a Co-Pilot
(Responsible Use)
✓

Sparks Ideas
Users prompt AI to generate initial ideas for further analysis or improvement.

Supports Revision
It acts as a tool to help users deeply explore problems and revise their work.

Expands Perspectives
AI is used to efficiently gather and compare multiple viewpoints on a topic.

Goal: AI-literate critical thinkers, not AI-dependent students.

Co-Intelligence in Action: Supporting vs. Replacing

	Supports Learning	Replaces Learning
Essay Writing	→ Gives feedback on a student's own writing (clarity, flow, etc.) → Student decides what to revise	→ Writes the essay or major portions → Work is no longer the student's own ideas
Math Problem	→ Helps explain how to solve a problem step-by-step → Student can explain their thinking	→ Gives the full solution or final answer → Student cannot explain logic or process

*If a student uses **AI** to get an **answer**, they've **used a shortcut**.*

*If a student uses AI to **interrogate a concept**, they've just engaged in the **most advanced form** of **tutoring available** in **human history**.*

Ethan Mollick, Author, *Co-Intelligence*

Seeing NotebookLM and Gemini Guided Learning in Action

- In table groups, a KPS team member will guide you through two activities (8 minutes each).

- Feel free to ask questions and/or give suggested prompts as you go.

- We will pull the room back together to document/share key takeaways before moving to the final part of the presentation.

Gemini for Education & Notebook LM Safeguards for Student Use

Data Privacy
Student data isn't used to train AI models outside the school environment.

Age Appropriate
For **13-17 years olds**, **Gemini** applies **stricter content policies** to address **unsafe/ inappropriate** outputs.

Course Aide
NotebookLM is designed to pull **only from the documents you supply** (class materials, notes, PDFs), helping ensure students get information tied to **course content.**

Admin. Controls
District administrators can control who can access these tools and **set policies tailored to our needs.**

Using AI as a Study Partner - Activity #1

NotebookLM

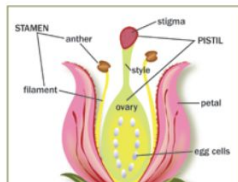### Pollinators need you. You need pollinators.

Birds, bats, bees, butterflies, beetles, and other small mammals that pollinate plants are responsible for bringing us one out of every three bites of food. They also sustain our ecosystems and produce our natural resources by helping plants reproduce.

Pollinating animals travel from plant to plant carrying pollen on their bodies in a vital interaction that allows the transfer of genetic material critical to the reproductive system of most flowering plants – the very plants that

- bring us countless fruits, vegetables, and nuts,
- ½ of the world's oils, fibers and raw materials;
- prevent soil erosion,
- and increase carbon sequestration

This nearly invisible ecosystem service is a precious resource that requires attention and support - - and in disturbing evidence found around the globe, is increasingly in jeopardy. **Pollinator Partnership (P2) urges you know how this system supports you, and how your actions can help support healthy and sustainable pollination.**

What is pollination?

When a pollen grain moves from the anther (male part) of a flower to the stigma (female part), pollination happens. This is the first step in a process that produces seeds, fruits, and the next generation of plants. This can happen through self-pollination, wind and water pollination, or through the work of vectors that move pollen within the flower and from bloom to bloom.

The value for learning

Example Student

Pollinator Notes

pollinators… animals that help flowers w/ seeds & fruit

bees, butterflies, birds, bats, beetles, other small animals

pollen from male → female flower = seeds/fruit

1/3 of our food needs pollinators

fruits, nuts, veggies = pollinators

help ecosystems too → plants, air, soil

pollinators in trouble – habitat lost, chemicals, disease, climate change

humans can help
- plant flowers
- protect habitat
- less chemicals

scientists watch & study to help

main idea: pollinators r important

Example Student Prompts

- How well do my notes reflect the main ideas in the article? Is there anything that I missed?

- Create a simple diagram showing how pollinators help plants reproduce and how humans can support them.

Gemini

Guided Learning

Gemini

Tutoring a Child in Math

Logan bought a giant 3 ½ pound bag of gummy bears. He wants to give each of his 8 friends a small treat bag containing ⅜ of a pound of candy.

Does Logan have enough candy to fill all 8 bags? If he does, how much candy is left for Logan? If not, how many more pounds does he need?

Discussion

- What **intrigued** you? Do you see **connections** to your own **personal** or **professional life**?

- How do you see these tools **supporting student learning**?

Proposal

What's next?

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Proposed Next Steps for Secondary Students

➜ Beginning with the **2026–27 school year**, we would like to grant **KPS secondary students** access to **Google Gemini + NotebookLM** on **district provided devices (e.g. Chromebooks)**.

◆ Districts, such as **Grandville, Hudsonville, Forest Hills,** along with **districts** across the **state and nation,** have or are planning to **provide access** to their students.

➜ A group of **KPS AI Early Adopter teachers** will help us **understand** how this will **look like in practice**.

Resources

Where can I learn more?

Additional Resources

Families

- → Gemini Student Certification
- → Guardians Guide to AI
- → Family AI Conversation Guide
- → 11 Smart Tips for Students Using AI in School
- → Privacy & Safety Checks

Educators

- → Using Gemini & NotebookLM in Education
- → 10 Tips for Responsible AI Use
- → 4 Powerful Ways Teachers Can Build AI Ethics & Stop Cheating
- → Privacy & Safety Checks

KPS AI Guide