

Artificial Intelligence In Schools

Promise, peril, policy and performance

Hosted by CSBA's AI Taskforce

October 30, 2024



Panelists

Facilitator: Andrew Keller, CSBA Senior Director, Executive Office Operations & Strategic Initiatives

Joshua R. Daniels, CSBA Chief, Policy & Governance Technology Services

Susan Markarian, Trustee, Pacific Union Elementary School District, CSBA Immediate Past President and AI Taskforce Chair

Soheil Katal, Los Angeles Unified School District, Chief Information Officer

Dr. Kimberly McGrath, Superintendent, Reed Union School District

Housekeeping

- At the end of the presentation, we will have a Question-and-Answer segment where we will try our best to answer your questions
- Please, use the Q&A feature of Zoom to type your questions. This is located on the ribbon below the speaker



- Your questions will be answered either in the Q&A panel or live by our presenters
- All attendees will receive a link to the recording of this webinar as well as the slide deck



Today: All About AI Governance

- ▶ Welcome & Overview
- ▶ Guiding Documents
 - ▶ Policies
 - ▶ Resolutions
- ▶ AI Scenarios
- ▶ Q&A Session
- ▶ Contact Information

www.csba.org/AI



Welcome & Overview: Setting the Stage

Andrew Keller, CSBA Senior Director, Executive Office Operations & Strategic Initiatives

Setting the Stage...

What is AI?

Urgency =
Taskforce

Separate vs
Integrated



Guiding Documents: Policies

Joshua R. Daniels, CSBA Chief, Policy & Governance
Technology Services

Susan Markarian, Trustee, Pacific Union Elementary School
District, CSBA Immediate Past President and AI Taskforce Chair

Sample Policies

► Types of Policies

- Board Policies (BPs): How the Governing Board legislates; set policy direction of LEA
- Administrative Regulations (ARs): Used by Superintendent to implement BPs; provide necessary details within confines of applicable BPs
- Exhibits (Es): Forms, notices, implementation tools consistent with accompanying BP or AR
- Board Bylaws (BBs): Specific BPs that provide the rules and procedures that Board itself must follow



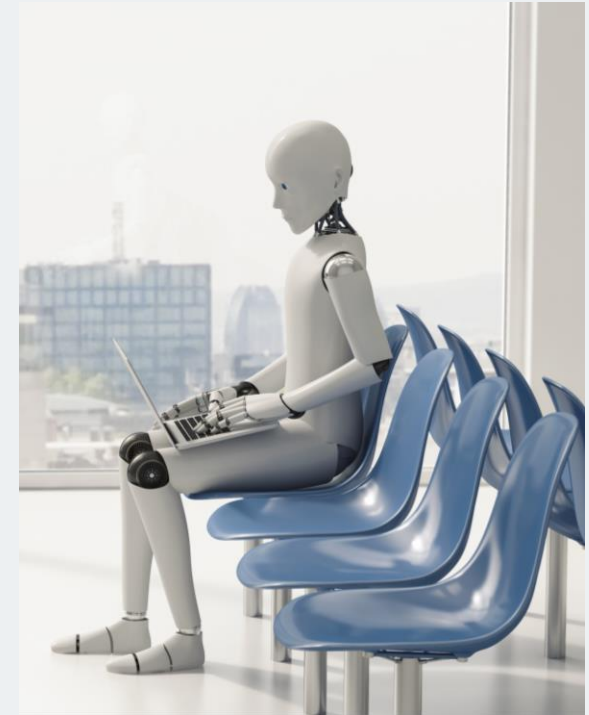
Sample Policies

- ▶ Policies (BPs, AR, Es, BBs) are **SAMPLES**
- ▶ Serve as starting point for LEAs
- ▶ LEAs are expected to review each policy and customize them within the confines of the law
- ▶ Policies have gone through legal review but...
 - ▶ They do **NOT** constitute legal advice
 - ▶ They may become quickly out of date

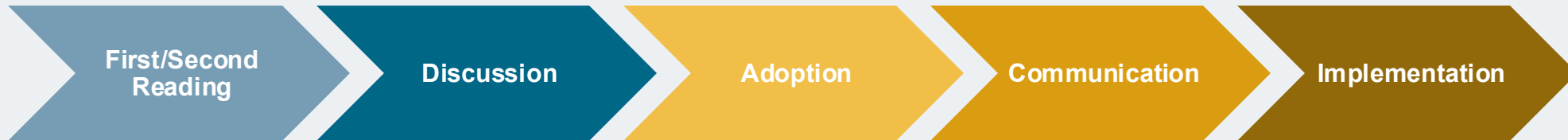


Sample Policies involving/referencing AI

- ▶ BP/E 4040 - Employee Use of Technology
- ▶ BP 5131.9 – Academic Honesty
- ▶ BP 6154 – Homework and Makeup Work
- ▶ BP 6162.5 – Student Assessment
- ▶ BP/E 6163.4 - Student Use of Technology



Local Policy Adoption



Guiding Documents: Resolutions

Soheil Katal, Los Angeles Unified School District, Chief
Information Officer

Local Resolutions

What

- Foundational framework

Why

- Prevent inconsistent practices

When

- Gap in existing policies
- Emerging issues

How

- Set guidelines, aligned with Department of Education:
 - ✓ Data Privacy & Security
 - ✓ Access & Equity
 - ✓ Academic Integrity
 - ✓ Accuracy & Credibility
 - ✓ Bias





AI Scenarios

Andrew Keller, CSBA Senior Director, Executive Office
Operations & Strategic Initiatives

Dr. Kimberly McGrath, Superintendent, Reed Union
School District

AI Scenarios: Real-World Governing

- ▶ AI Taskforce examples encountered in the real-world
 - ▶ Deconstruct scenarios into policy areas → where is policy already in-place?

Scenarios (columns indicate relevant policy areas)		Cheating/Plagiarism Privacy/Confidentiality Due Process Access/Equity Use of output Labor/Working conditions Accountability/Transparency Security							
1	Teacher assigns a research paper to her eighth-grade social studies class: Write a three-page essay on the tensions inherent in the concept of individual rights as stated in the Declaration of Independence.								
1A	Student asks ChatGPT to "Summarize in about 500 words how historians have described the concept of 'individual rights' in the Declaration" and submits it as their own.								
1B	Student inputs draft of essay and asks ChatGPT for "suggestions for improvement." Student uses suggestions to improve essay and submits it.								
1C	Student develops main points and asks ChatGPT to write an essay with those points. Student then substantially edits essay and submits it.								
1D	Teacher pastes all papers into ChatGPT and asks: "Identify the three major strengths and weakness of these short research papers written by fourth graders."								
1E	Teacher modifies the assignment to require that students use ChatGPT to complete it and provide a copy of their prompt and the responses received.								
2	Social Studies department chair pastes all student papers from all teachers into ChatGPT and asks: "Identify the three most common shortcomings of these short research papers written by my teaching staff and offer suggestions for professional development within my department." Based on the results, the chair requires all teachers in the department to take a remedial professional development course.								

Policy Area	Definitions
Cheating/Plagiarism	Whether a student is misrepresenting work performed or presenting the final product as their own based on expectations. Note: It is not misrepresentation if the assignment permits the use of AI or the student discloses the use of AI.
Privacy/Confidentiality	Whether use of, or interaction with, AI violates a student or employee's right to privacy and/or confidentiality.
Due process	Whether decisions are made according to a fair process consistent with collective bargaining agreements and legal requirements.
Access/Equity	Whether there is equitable access to, or treatment by, AI either by those using it or those subject to decisions made for its use.
Use of output	Whether use of AI prevents/inhibits or supports/enables a student achieving the local educational agency's standards for academic achievement or an employee performing their responsibilities.
Labor/Working conditions	Whether use of AI impacts working conditions subject to collective bargaining agreements or required professional development.
Accountability/Transparency	Whether the user, subject or other stakeholders are aware that AI was used to generate the information or decision, and whether an individual/entity is identified as the accountable authority for ensuring proper use of AI.
Security	Whether use is authorized and meets security requirements, including a process for determining if authorization is necessary and by whom.



AI Scenarios: Real-World Governing

What does usage look like at the local level?

- ▶ Proactive Planning and Policy Development
- ▶ Staff Training and Professional development
- ▶ Effective Communication and Community Engagement
- ▶ Ethical Considerations and Bias Mitigation



Q&A Session

Contact Information:

Joshua R. Daniels: jdaniels@csba.org

Susan Markarian: smarkarian@csba.org

Soheil Katal: soheil.katal@lausd.net

Andrew Keller: akeller@csba.org

Dr. Kimberly McGrath: kmcgrath@reedschools.org

Thank you



California School Boards Association
3251 Beacon Boulevard, West Sacramento, CA 95691
www.csba.org | 800 266.3382