Empowering FAMILIES, ELEVATING EXCELLENCE:

Parent Partnership in AI Governance for K–12 Systems

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Using Learning Science for Efficient Learning Patterns

Redesigning Instruction and Leveraging AI Tools

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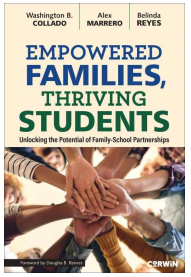
Empowering Families to Build Trust and Create Lasting Change

Leveraging AI Tools to Harness the Superpower of Bilingualism



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Session Goals

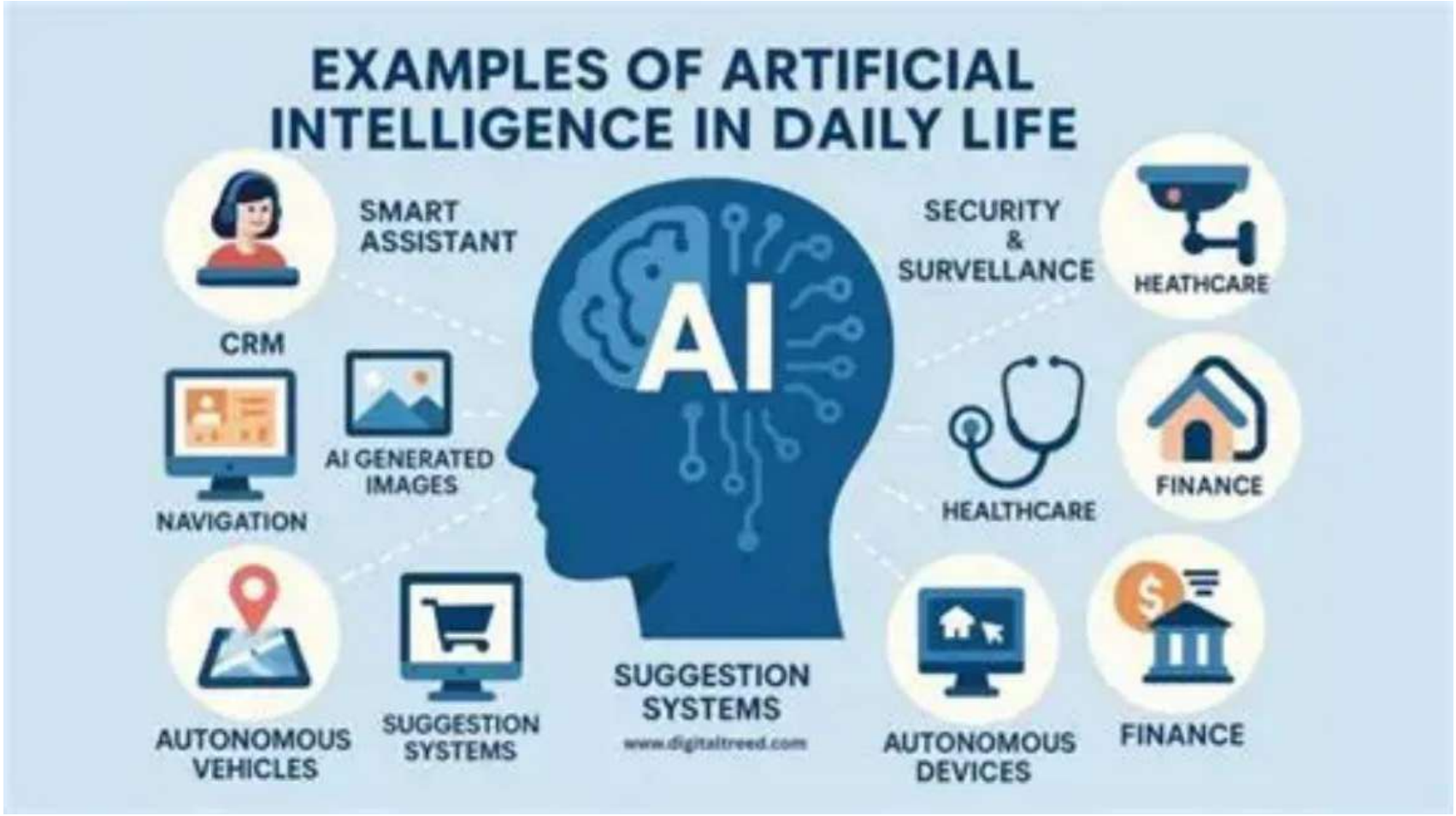


- **Develop** clear understanding of AI and live agents in K–12 systems.
- **Explore** strategies to elevate parent voice beyond communication into governance.
- **Draft** knowledge-transfer plan by stakeholder group.
- **Create** a starter governance action plan with milestones and stakeholders.
- **Generate** ideas for structures that empower families as informed decision-makers.

Why This Conversation Matters

- AI adoption in schools is accelerating faster than policy development
- Families must be partners in governance, not passive recipients
- Equity requires informed parent voice at every stage
- Districts have a responsibility to build shared understanding and shared decision-making

Parent engagement in AI governance is both an opportunity and a responsibility.



https://www.youtube.com/watch?v=2f5NHArhhQ0 https://youtu.be/2f5NHArhhQ0?si=OqyiRdl9_UEfuHy4



Many people experience limited access to essential services in certain contexts.

Systemic factors are often discussed when examining unequal outcomes.

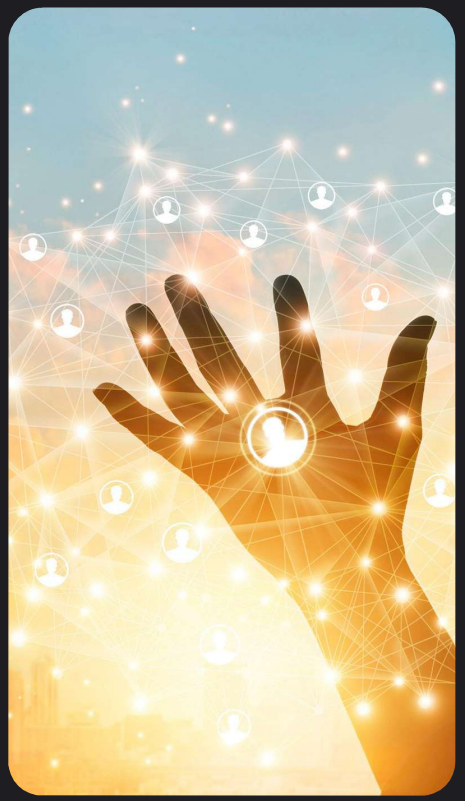
Some topics may receive less visibility without continued public discussion.

Identifying Social Challenges

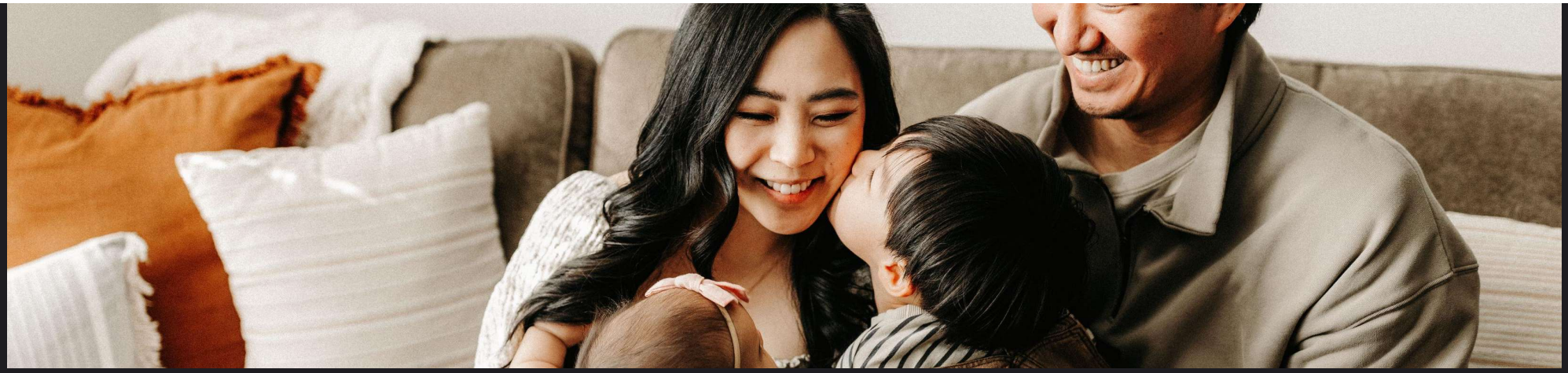
- Disenfranchised parent communities
- Unequal access to information and digital tools
- Limited understanding of AI's impact on learning and data
- Risk of widening existing achievement and opportunity gaps

Illustrative Examples

- Policies created without community input.
- Technology decisions made without transparency.
- Families informed after decisions are finalized.
- Limited multilingual and culturally responsive engagement.



These examples are frequently referenced to illustrate how environments, policies, and social structures can influence everyday experiences.



Identifying Potential Barriers

1. Identify your potential barriers.
2. Determine what type of barrier (material/resource, human development, structural).
3. Brainstorm solutions and identify who would need to be involved.

Potential Barrier	Type (M/H/S)	Potential Solution

Observations on Limited Engagement

Two-way communication plans are essential but not enough for true parent empowerment.

- Ongoing issues may persist when they receive limited attention.
- Communities may experience reduced trust or engagement over time.
- Limited action can contribute to existing disparities.
- Established systems may remain unchanged without review.



Commonly Discussed Roles of Advocacy

- **Awareness:** Understanding issues and implications.
- **Voice:** Expressing concerns, priorities, and ideas.
- **Representation:** Ensuring diverse communities are present.
- **Partnership:** Co-designing solutions with districts.
- **Governance:** Participating in policy and oversight.
- **Accountability:** Monitoring implementation and impact.

1. **Helps increase visibility around key topics**
2. **Supports public awareness and dialogue**
3. **Contributes to cultural and legal discussions**
4. **May inform resource and policy considerations**

In some cases, advocacy efforts are referenced in discussions related to cultural understanding or policy review.



When Advocacy Works.....

Youth-led advocacy sparks global change.

- Districts co-create policy with families and community partners.
- Parent advisory councils for technology and AI adoption.
- Community-driven AI literacy nights and forums.
- Shared decision-making committees that include parents, students, and staff.

Community initiatives support local discussion

Real-world examples provide practical context

Common Tools Used in Advocacy Discussions

- Surveys and multilingual feedback tools.
- Focus groups and listening sessions.
- Community forums and town halls.
- Advisory committees and working groups.
- Digital platforms for broad, ongoing participation.

- Campaigns support visibility and awareness
- Storytelling encourages emotional connection
- Policy engagement supports structured dialogue
- Collaboration strengthens shared efforts
- Education broadens reach and understanding



Understanding AI in Our Systems

Purpose: Build foundational understanding of AI's role in district operations and classrooms

Instructions for participants:

- In small groups, list where AI is already present in your district (instruction, assessment, operations, communication).
- Identify which uses are visible to families and which are invisible.
- Discuss: "Where do families need more clarity and voice?"

What AI Is & How It Works

- AI learns patterns from data rather than following hand-written rules.
- Neural networks detect complex relationships in text, images, and other data.
- **Pretraining:** Models learn general patterns (language, facts, reasoning).
- **Finetuning:** Models are guided to follow instructions, be safer, and stay on topic.



Show a computer millions of examples instead of writing millions of rules.

What Live AI Agents Are

- Live agents don’t just answer—they act.
- They interpret a goal, plan steps, use tools, and adjust based on results.
- They can retrieve data, generate materials, update systems, and complete workflows.



Agents don’t wait for the next prompt — they act.

Why AI Matters for Students and Families

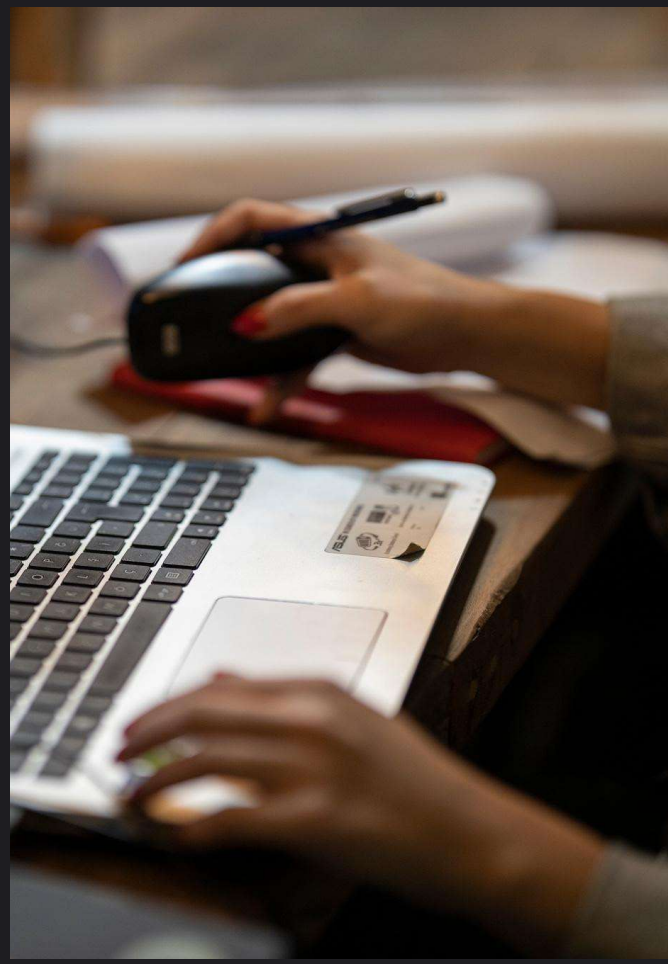
- Personalized learning pathways and differentiated supports.
- Real-time feedback and progress monitoring.
- Accessibility features and multilingual communication.
- Potential to close gaps in instructional quality and coherence.
- New demands for transparency, ethics, and governance.

Knowledge Transfer by Audience

Purpose: Clarify what each stakeholder group must understand to participate in AI governance.

Instructions for participants:

- Create four columns: Parents, Staff, Students, Leaders.
- For each group, list key knowledge and skills needed (AI basics, data use, rights, responsibilities).
- Identify existing structures that can support knowledge transfer (PD, family nights, advisory groups).



Outcome: A draft knowledge-transfer plan

What Governance Looks Like in Practice

- Clear policies on AI use, data privacy, and security.
- Defined permissions and role-based access to tools and data.
- Guardrails for high-risk use cases and automated decisions.
- Human-in-the-loop review for critical workflows.
- Monitoring, auditing, and continuous improvement processes.

Practical Strategies

- Establish parent advisory councils focused on technology and AI.
- Create co-design committees that include parents, students, and staff.
- Provide multilingual, culturally responsive engagement opportunities.
- Involve families in reviewing and revising AI-related policies.
- Use community feedback to shape implementation timelines and priorities.

Drafting an AI Governance Action Plan

Purpose: Move from ideas to concrete next steps for the district.

Instructions for participants:

- **Identify 3–5 key milestones for AI governance (e.g., inventory of AI use, parent advisory launch, policy draft, pilot review).**
- **List key stakeholders for each milestone (families, students, staff, board, community partners).**
- **Define communication structures and parent engagement checkpoints.**
- **Assign tentative timelines and responsible roles.**

Outcome: A draft AI governance action plan.

A Coherent Model: AI + Advocacy + Governance

Framework:

- **Advocacy:** Families and communities raise priorities and concerns.
- **Literacy:** Stakeholders understand AI, data, and implications.
- **Engagement:** Structures invite ongoing participation and dialogue.
- **Governance:** Policies and guardrails are co-created and monitored.
- **Implementation:** AI is deployed in ways that advance equity and excellence.

Challenges Do Not Relieve Us of Parent Advocacy

- AI is another moment where education can lead innovation.
- Districts can model ethical, equitable, community-centered governance.
- Families are essential partners in shaping the future of learning.



"We owe to our families, our staff and our children to not only get it right but to do it in a way that sets the standard for learning organizations."



- **Advocacy efforts may face resource limitations**
- **Resistance to change is sometimes encountered**
- **Misinformation can affect public perception**

Contact Us



Thank You for Your Attention

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