

Q1- In 2024, what are the most significant noticeable differences to you now compared to a year ago at this time regarding how AI already has or will soon impact your district in:

(a) A positive way that helps students and staff? and

(b) In what way does this impact students and/or staff?

Table #	The ONE Big Idea
Table 1	<p>(a) It is a big help for teachers in writing lesson plans and making better use of the limited time that they have to get plans together.</p> <p>(b) Staff/Students are using this technology without having a complete understanding of what they are doing or agreeing to by using this technology</p>
Table 2	<p>(a) Positive for students and teachers. Provides students with a way to evaluate their work instantly.</p> <p>(b) Some misuse. Need to incorporate into the students' AUP. Teach them this is not a person. Don't personify. It's a tool. I need to research how to use it effectively and understand its internal biases.</p>
Table 3	<p>(a) Another tool in the student's toolbox for writing and creating graphics and images</p> <p>(b) no fact checking; assuming it's correct;</p>
Table 4	<p>(a) ease of use, assist in understanding data analysis</p> <p>(b) Teachers haven't really embraced it because they are not sure how to use it or how it works</p>
Table 5	<p>(a) Ability to cull through large amounts of information, which allows a consistent, accurate approach across all schools in districts.</p> <p>(b) Maintaining student confidentiality, the need for high-quality vetting of use and training</p>

Table 6	<p>(a) encouraging teachers to use it for parts of your job you don't like to allow more time on what you do like; hungry to have it</p> <p>(b) Student abuse and AI detection issues by tools (i.e., Turnitin)</p>
Table 7	<p>(a) Staff use for lesson plans, reducing planning time by half. Efficiency is the key. Special education is used for differentiation. Student feedback on work via AI. Replacement for help at home with checking homework—enhanced search engine. Help with the nationwide teacher shortage.</p> <p>(b) Data privacy, machine learning, uniqueness of work, biases, racial and gender discrimination, accuracy issues, all the same issues that we had last year.</p>
Table 8	<p>(a) Time-saving tools that help and enhance lesson planning for teachers, as well as assist students in finding answers to questions when teachers are unavailable.</p> <p>(b) Potential to diminish student creativity</p>
Table 9	<p>(a) Admin and teacher efficiencies</p> <p>(b) A lack of understanding by the staff of how students can use AI as a learning partner</p>
Table 10	<p>(a) Seeing AI-integrated instruction for specialized topics, rebuilding enterprise tech practices, and scripts help tech staff</p> <p>(b) Tech staff are reacting to the AI movement instead of being able to prepare adequately.</p>
Table 11	<p>(a) Less stress for students/teachers as they use it for tasks that used to take up brainpower</p> <p>(b) MUST teach media literacy-you have got to be able to see the response and vet it</p>

Table 12	<p>(a) More comfortable with leadership having/allowing teachers to use AI technology. Most don't have it wide open for students yet.</p> <p>(b) As with any tool, the concern is if it will be used appropriately without excessive "leaning on it" as authoritative.</p>
Table 13	<p>(a) Opportunity to teach the right way to use it...provides efficiencies, new skills.</p> <p>(b) Can take away student creativity if not careful.</p>
Table 14	<p>(a) Having students do research is another tool that they can use. Help teachers utilize resources more effectively by building lesson plans.</p> <p>(b) Cannot rely on this information - only as smart as the user. GIGO still applies. Teachers still need to safeguard PII</p>
Table 15	<p>(a) Teachers use it to enhance educational experiences, and students use it to learn in different ways of learning</p> <p>(b) Concerns around equity, based on access and availability to groups of students.</p>
Table 16	<p>(a) Staff use it in a positive way for lesson plans and to enhance lessons.</p> <p>(b) Staff are concerned that students would use it for writing papers/completion of assignments, and have set expectations with how teachers will address that. Staff are catching students and using it as a corrective approach.</p>
Table 17	<p>(a) Helps teachers plan better and levels the playing field for all staff. It also saves time for everyone.</p> <p>(b) Plagiarism is a significant concern. Staff education is a primary concern, and districts must be mindful of this. Security concerns users exploiting software and breaking into systems.</p>
Table 18	<p>(a) Embrace for staff - workload efficiency, ensure KY Standards are followed (Magic AI/Canva)</p>

	(b) Worried about so many “new” vendors/tools about security and confidentiality (verify trusted site)
Table 19	<p>(a) Time saving is Number 1. Keynote AI isn’t open for students for any of the districts at Table 19</p> <p>(b) The fact that students don’t have it, they do with personal devices, so there’s a disparity. Additionally, there is an age disparity and the timing of implementation. Students being able to teach students correctly is a big concern.</p>
Table 20	<p>(a) The possibilities and uses to promote efficiencies.</p> <p>(b) Concerns around equity based on access and availability to groups of students.</p>
Table 21	<p>(a) Assistance with writing, grants, and evaluations. Saves time!</p> <p>(b) Ethics, PII, and continued training</p>

Q2 - What specific guidance, policy, and/or training about AI does your district need the most right now that you've not already addressed over the past year?

Table #	The ONE Big Idea
Table 1	Just a general understanding of what AI programs are more legit, or helpful, and how to use those instructionally and effectively.
Table 2	Develop a school committee to address students, parents, and teachers on how it is used at different grade levels. Consider what data you don't want entered into AI. Trying not to broaden the gap between students who have access and use and those who don't.
Table 3	Looking to Digital Learning Coaches (DLCs) to know when it's appropriate to introduce it instructionally. What grade to teach it; Currently, no policies are in place. Need training for teachers and staff on what's relevant to embed and align with their lesson plan.
Table 4	Getting teachers more comfortable through training and guidance, but understanding that it's already in the hands of our kids.
Table 5	Cybersecurity training/policy targeted at AI use and how federal laws impact its use.
Table 6	Training for general use and things to watch for, maybe from a KY district that is using it well
Table 7	Promote appropriate use with general guidance and best practices rather than strict rules. Manage and mitigate risks through supportive policies and training to encourage reporting.
Table 8	District-led committees developed initial guidelines to inform teachers. Most allow teachers to use AI, but limit or block student use of it.

Table 9	Model policies to help determine how a policy is constructed. A district-wide policy, and that's it? Or additional language or procedures specific to parts of the district (business functions, teaching and learning, etc.)
Table 10	Training for teachers to overcome their fear and view it as just another tool, allowing them to continue training as facilitators rather than experts. Incorporation of AI into the Acceptable use policy and Academic integrity policy.
Table 11	More instructional training and districts need to MANDATE it, not just give it as an option. This is an instructional issue, not necessarily a "technology" issue, and it will impact every single teacher.
Table 12	Guidance/policy on what NOT to include in AI prompts and input (e.g., not using PII). Training, like any tool, is needed for the ethical use of AI. Perhaps training on literally navigating such a large landscape of tools.
Table 13	New, broad, general language in the AUP and training for teachers and administrators is the greatest need, not just in expectations and their application.
Table 14	Still getting used to AI and its possible application. It will be a constant duty to keep up and change policies as needed. Making sure it is age-grade appropriate.
Table 15	While wanting flexibility in how to use, districts want guidance from KDE and others (KSBA) on best practices and educational uses.
Table 16	We already have policies and actions in place, such as those addressing plagiarism, so we look to what we currently have in place for policies. When it comes to training, we need to provide administrators and staff with examples and a frame of reference for what AI looks like and how we can leverage its beneficial aspects.
Table 17	Districts feel like it can't just be IT addressing AI. Districts are discussing the issue, but none have yet developed a policy for AI.

Table 18	I would like to see a sample policy or framework approved by KDE before implementing one. Unsure of all components (specific parts) to include and would appreciate additional guidance.
Table 19	The training part is ok—no current policies regarding AI at the table. AUP doesn't cover AI. May need to focus on a RUP (Responsible Use Policy) that is more general and indirectly covers AI.
Table 20	As AI evolves, teams work to develop effective policies that strike a balance between the need for beneficial outcomes.
Table 21	What tools are available? Training and policies for teachers, possibly including workshops and professional development, with an outline and plan of best practice guidance. The policies should include the usage and education of parents and teachers on AI tools, as well as guidelines on usage and privacy.

Q3 - What are the AI skills that a high percentage of students will need most over the next 5 years that we all need to address?

(a) While they are in our K-12 schools? And

(b) to prepare them after graduating from K-12?

Table #	The ONE Big Idea
Table 1	<p>(a) When it's appropriate to use and make sure they are not entirely relying on this technology to do their work, and ensuring that they continue to utilize their brain power while leveraging this technology to assist them.</p> <p>(b) Being able to not only leverage this technology but also put them in a position to be able to effectively craft prompts in a way that will provide them with more accurate and better results.</p>
Table 2	<p>(a) When to use and how to use. When is it allowed, and when is it not allowed? Know the difference between AI and AI generative.</p> <p>(b) Information literacy. How to be a critical consumer. How to evaluate accuracy.</p>
Table 3	<p>(a) The student needs to fact-check and be able to defend or summarize what they have generated through AI to show their understanding; guidance is required to build upon this new tool (like Cliff Notes).</p> <p>(b) They need to generate things with AI, i.e., a marketing plan, an ad campaign, and review it to see if it will work or needs to be modified.</p>
Table 4	<p>(a) Our students are going to have to know how to use these tools, but must be adaptable to using an appropriate application</p> <p>(b) Understanding how to revise, edit, and apply the tools</p>

Table 5	<p>(a) Need to understand the importance of protecting their privacy. Because something is free and cool doesn't mean it's safe.</p> <p>(b) Learn how to fact-check/validate AI results.</p>
Table 6	<p>(a) Exposure to fundamental usage cases and what to be aware of from security and privacy</p> <p>(b) Resume writing, job applications, technical</p>
Table 7	<p>(a) Develop prompt skills in students. Students understand that it's a tool that can help them, but kids who will use tools for nefarious purposes will also use AI for nefarious purposes.</p> <p>(b) A divide will widen between professional trade/skills-based occupations and occupations that can essentially be replaced/subverted with the use of AI tools</p>
Table 8	<p>(a) The ability for students to filter facts provided by AI and how to use AI tools responsibly</p> <p>(b) Knowing enough about AI to enhance job performance in the future while keeping Digital Citizenship ideas in mind</p>
Table 9	<p>(a) Interacting with Gen AI tools produces results helpful to their learning</p> <p>(b) Boundaries for AI. How much information and access do AI tools have into our lives to protect identities, etc?</p>
Table 10	<p>(a) Interpreting Bias, Prompt generation, Digital Citizenship</p> <p>(b) Interpreting Bias, Prompt generation, Digital Citizenship</p>
Table 11	<p>(a) & (b) prompt creation; understanding that AI is everywhere (your YouTube suggestions, chatbots for "help" with companies; media literacy, when to use AI and when NOT to use it</p>

Table 12	<p>(a) In some ways, it's still about applying Digital Citizenship principles. Are you using AI correctly and ethically? We've said the same things about Internet use, email, teaching kids about smartphone use, and so on.</p> <p>(b) CTE pathways, as one example, are about teaching them how it helps them as a tool they can use in life.</p>
Table 13	<p>(a) Prompt engineering - How to ask a focused question to an AI tool</p> <p>(b) Media literacy - Digital Citizenship.</p>
Table 14	<p>(a) Students and teachers should be able to validate and fact-check the information given using AI. Understand how AI operates in various scenarios.</p> <p>(b) How to make sure students can transition to Higher education or life skills and be able to use AI appropriately</p>
Table 15	<p>(a) Basic guidelines for the use of AI in learning and day-to-day life, much like we learned to use Google.</p> <p>(b) Learn how to apply AI and its appropriate uses to higher education and job skill transitions</p>
Table 16	<p>(a) Students need to vet that the results of their use of AI are valid (don't believe everything you see or read).</p> <p>(b) We need to prepare students for how things will be changing and how they can be used in industry to perform mundane tasks. A great example discussed at our table is how Iron Man talks to AI to perform mundane tasks.</p>
Table 17	<p>(a) Students will learn to tell the difference between AI-generated material and human-generated work. They will need to know how to validate the output from AI.</p> <p>(b) Students will need to become critical thinkers and learn to balance AI with other forms of information. I believe that digital citizenship is crucial for everyone moving forward.</p>

Table 18	<p>(a) The validity of sources/information and how to tell the difference, as well as knowing when AI can (and should) be used</p> <p>(b) **Technology should be given more intentional time in classroom schedules rather than the current “extra” class</p>
Table 19	<p>(a) Learn when to use it and validate accuracy. Additionally, students may find more value in having their career path determined by working with AI tools that assist them in their interests.</p> <p>(b) Learn to leverage AI output as a resource (like an Encyclopedia)</p>
Table 20	<p>(a) Understanding the input needed to achieve the expected outputs.</p> <p>(b) Teaching the language and ways to perform functions as a beneficial trade.</p>
Table 21	<p>(a) General availability and teaching users how to prompt AI. Also, AI hallucinations. All users should question everything. Evaluating whatever AI tool becomes available for students. Retain the human element.</p> <p>(b) Continued teaching soft skills.</p>