Topic 1 - Artificial Intelligence

Q1 - Regarding AI in K-12 education, has there been a significant noticeable or unnoticeable difference thus far, operationally, educationally, and/or administratively in your district? If it is evident, what are they?

Table #	The ONE Big Idea
Table 1	Count - Yes: 5 No: 1 What are those differences? It has helped streamline many of the administrative activities. Used extensively for scheduling, it has helped in developing and modifying school policies. Has dramatically helped in teacher certification by guiding the finding and citing of resources.
Table 2	Count - Yes: 5 No: 1 What are those differences? Teachers streamlining processes, translation of documents, modifying Lexile level of reading assignments, and data analysis by principals of staff performance.
Table 3	Count - Yes: 7 No: 0 What are those differences? Teachers use this as a tool to help with lesson planning and to consider different viewpoints on curriculum. The administration is starting to implement it in one district, helping to drive adoption among schools, teachers, and students, and teaching them how to use AI responsibly.
Table 4	Count - Yes: 4 No: 0 What are those differences? Uptick in curiosity, teachers using for lesson plans, students using somewhat (positively and negatively). Admin is used for emails, feedback, and other purposes.
Table 5	Count - Yes: 3 No: 2

	What are those differences? Adults use it more than kids, and generative AI still has a stigma of cheating. Held back by web filtering, so much so that some districts don't limit the AI with web filtering at all.
Table 6	Count - Yes: 3 No: 3 What are those differences? Teachers are on board. For lesson plans, especially for substitutes. Few negative issues - no requests to block. Pushing staff to ask questions that show students have engaged with the content. Staff ask questions about how to use it. Admin is using notebook LM.
Table 7	Count - Yes: 1 No: 6 What are those differences? Opening for kids next year, the staff are using it, but everyone is using it. RUP needed!
Table 8	Count - Yes: 0 No: 4 What are those differences? AI training for staff is happening gradually, with privacy concerns influencing the rollout. Student use is not officially in place.
Table 9	Count - Yes: 4 No: 3 What are those differences? There has been no significant impact yet. It is currently in use to some extent, primarily for test creation in middle and high schools. Some elementary schools have adopted it, but implementation feels unstructured and inconsistent. There are no restrictions or limitations in place. While there is some value in lesson planning, its use remains minimal.
Table 10	Count - Yes: 4 No: 1 What are those differences? A noticeable uptick in interest from adults in gaining operational efficiencies.
Table 11	Count - Yes: 2 No: 3 What are those differences? AI in education is still in its early stages, much like when Google first emerged, and students would copy and paste content. Over time, things will change, and some people will adapt to it, while others will not.

	Your superintendent wants to integrate AI into your organization's operations and systems fully.
Table 12	Count - Yes: 3 No: 4 What are those differences? More of an “embrace, not block” attitude at the admin/teacher level, as it can be helpful. Still concerns with student use due to AI applications that can scan and answer questions. Still concerns about staff and data integrity when data is entered into an AI tool; now, who has I given that data to?
Table 13	Count - Yes: 1 No: 3 What are those differences? Administrators are the ones using more than others, if at all. Students aren’t at school but are likely at home. Only one district opens AI tools for staff and “students”. The others have it set to "staff only."
Table 14	Count - Yes: 6 No: 0 What are those differences? Open for staff and not students. Understanding FERPA, research skills, and critical thinking skills, and finding someone to train teachers.
Table 15	Count - Yes: 2 No: 3 What are those differences? Tried to embrace AI, yet a fine line between security and being selective. The board decided to allow specific sites. DLCs have also played a role in supporting staff. Open AI for teachers (don’t block anything for teachers). Guiding them toward Google Gemini. Allowing students to use AI inside a program would keep them in a safe environment. Even a “no” district has opened up to AI, but isn’t sure how it is being used in the classroom. DLCs are more so at the forefront of AI use.
Table 16	Count - Yes: 6 No: 0 What are those differences? Training staff and showing best practice examples of how AI can be used for instruction. Teachers appear to be using AI more than Administrative staff; however, administrative staff seem to trust

	AI less than instructional staff. Educate all users (staff & students) on how to use AI ethically.
Table 17	Count - Yes: 4 No: 1 What are those differences? More teacher adoption and positive use throughout the district. Teacher/admin cohort to adopt best practices for the district and how to embed in policy and provide guided direction. Teachers are becoming more aware of the benefits of using AI. Most interest seems to be coming from admins.
Table 18	Count - Yes: 4 No: 2 What are those differences? As for teachers/admin: There is a mix of embracing AI-special education departments, CAO, and offering AI PD to strictly educate for stopping the use to prevent "cheating" or teachers are not using AI for educating students (even though they use it in personal life). As for students, they understand that AI is now in so many applications, and they are becoming more comfortable with it.
Table 19	Count - Yes: 5 No: 2 What are those differences? Students are driving the use. Initially, there was concern that it was going to be 'major,' but it hasn't been as huge as first thought. Getting baked into everything.
Table 20	Count - Yes: 2 No: 4 What are those differences? The most noticeable use of AI comes from tools that have AI integrated, such as Canva and Grammarly.
Table 21	Count - Yes: 3 No: 2 What are those differences? The use of AI for instruction by teachers has grown.
Table 22	Count - Yes: 1 No: 5

	What are those differences? Using to create IT scripts/tools; educators using to write content; Gemini for Education licenses; using Gemini in place of traditional web search; interested in Gemini for Teens as soon as teachers are ready.
Table 23	Count - Yes: 6 No: 1 What are those differences? Yes, Gemini has recently been turned on for High School students. Principals and Operational office staff have begun using it. Some would rather use ChatGPT. The biggest concern is that they want that structure, but you cannot trust AI detectors. Teachers are getting away from lazy work. The anxiety has come down, and the benefits are being seen.

Q2 - Do you know or anticipate any noticeable differences of AI, operationally, educationally, and/or administratively in your district over the next 12-24 months? If yes, what are they?

Table #	The ONE Big Idea
Table 1	Count - Yes: 5 No: 1 If yes, what are they? The efficiency of utilizing AI to input a couple of ideas and having it output a whole email, or plan, or policy that you can go back and edit and touch up. AI has also been a blessing for tasks such as PowerShell coding and cmdlets, allowing for more efficient accomplishment of tasks. It has been nice to lean on AI for information to help prevent calls to 3rd party vendors and to help save money and time.
Table 2	Count - Yes: 5 No: 0 If yes, what are they? Targeted instruction, tech support via Gemini, data dashboards in the workroom, and use as a learning coach will make it much harder to distinguish how written products are produced.
Table 3	Count - Yes: 7 No: 0 If yes, what are they? Operationally, it will make things more efficient. Most new purchases will include some level of AI, so it is essential to be cautious with AI policy to avoid restricting the district and to train teachers to help kids use AI responsibly. AI changes so frequently that 24 months is hard to forecast.
Table 4	Count - Yes: 4 No: 0 If yes, what are they? It will be everywhere—more student usage in the future. Perhaps purchase licenses for products, such as Magic School, etc.
Table 5	Count - Yes: 5 No: 0

	If yes, what are they? Juniper networking planning is underway or being considered by districts. Heard good things as it's AI-backed, changing the name of the game for Networking assistance
Table 6	Count - Yes: 6 No: 0 If yes, what are they? Concern: What will the legislature do? Will they tie the hands of districts? Need for AI use policy - student, staff, etc. Pilot projects.
Table 7	Count - Yes: 7 No: If yes, what are they? Figuring out how to incorporate AI in instruction. Should we limit to one AI platform?
Table 8	Count - Yes: 6 No: If yes, what are they? Updates to the KSBA and district AUP/RUP documents will help give staff safe access to selected AI tools. Students will still not be allowed yet.
Table 9	Count - Yes: 7 No: 0 If yes, what are they? Yes, AI is being used for teacher and instructional purposes, but policies need to be established first. There is a desire to expand the use of AI among students, as it is currently primarily utilized by staff. While AI is accessible, students require proper training to use it effectively. There are concerns regarding copyright and plagiarism, and efforts are underway to involve administrators in developing strategic implementation plans to address these issues.
Table 10	Count - Yes: 5 No: 1 If yes, what are they? More guardrails around implementation by adults and strategies for classroom implementation.
Table 11	Count - Yes: 4 No: 1 If yes, what are they? AI can exacerbate poor teaching, and we're examining tools that utilize AI to monitor various aspects. It might not be a significant

	change right away, but since the administrative side is still new to it, it could take some time to see the effects. I think AI will eventually become part of more things.
Table 12	Count - Yes: 7 No: 0 If yes, what are they? We need to educate staff about the full potential of AI. Text received just now, where a principal linked ChatGPT to Google Drive. Any problem, CIO? Further, how do you educate when it's such a moving target? We want to encourage freedom to explore, yet the consequences of specific actions can be severe. The "danger of free" with AI tools is real.
Table 13	Count - Yes: 4 No: 0 If yes, what are they? Some will hear about things here and return, wanting to implement them. Districts are building policies to address AI, and as soon as those are in place, they anticipate embracing it more. Operationally, I see AI more in camera systems, among other applications, for security and safety purposes. "I see the BOE pushing it". For instruction: Notebook AI, Canva AI, Magic School AI. Even Google Search has AI built in, and our staff and students are using it without knowing it.
Table 14	Count - Yes: 6 No: 0 If yes, what are they? Training on proper use. Revise Acceptable Use Policy.
Table 15	Count - Yes: 5 No: 0 If yes, what are they? AI is expected to continue growing. You cannot ignore it, whether you like it or not. People will use it within the bounds you provide. The challenge is getting District Leadership to buy into it, so it makes it hard to care about it. It was asked if districts are using surveys to gather feedback on the types of parameters to implement around AI. We haven't discussed the student side much, but the district is considering using AI to help monitor the health of the district network. The CIO had educated district leadership, so

	they had bought it. Staff who have been there for a while are less likely to change compared to younger staff who are more open.
Table 16	Count - Yes: 6 No: If yes, what are they? Instructionally, many resources are using AI for accommodations. Utilize AI to create individualized instruction, allowing all students to have their learning profile, enabling us to meet the diverse needs of our students in the future. Build an LIM to put students' characteristics in so we can build individualized instructions for all students.
Table 17	Count - Yes: 5 No: 0 If yes, what are they? We anticipate it to be used in the classroom more now that teachers and admins are becoming more comfortable and using AI to write code for cleaning up user databases. Integration of AI with daily student software programs, such as IXL and Renaissance, and the utilization of AI by teachers for reporting, data dashboards, and conference summaries. Our table anticipates an increase in usage by teachers for productivity and by administrators for efficiency.
Table 18	Count - Yes: 5 No: 1 If yes, what are they? We believe that guidance and policies will be in place to educate staff and students on how to use AI effectively. In 24 months, almost every student and staff member will be using AI daily, and the mindset from “how are kids going to cheat” will shift to “how can we use AI to make _____ better?”
Table 19	Count - Yes 7: No: If yes, what are they? Baking into new machines. Going all in on Copilot. Administrative mostly. Starting to explore the integration of feeding district data into AI.
Table 20	Count - Yes: 6 No: 0 If yes, what are they?

	Focus on educating responsible use, utilizing statewide and district-wide best practices, and conducting group sessions to review as AI continues to evolve.
Table 21	Count - Yes: 6 No: If yes, what are they? Educationally, student usage will and is growing. Establishing student usage policy
Table 22	Count - Yes: 6 No: 0 If yes, what are they? Expect greater teacher use; we will need to figure out how to support them in terms of general admin efficiency usage.
Table 23	Count - Yes: 7 No: If yes, what are they? No plans to change anything or buy anything specific. Starting to see the power of administrative and operational tasks.

Q3 - While AI can greatly benefit education, what are your biggest concerns and apprehensions related to AI in education and beyond education that need boundaries?

Table #	The ONE Big Idea
Table 1	We need to ensure that it is a helpful tool and not something that does all the work for them. Fear that AI will expose teachers who will not adopt new technologies, will continue to use old lesson plans, and will not be up to date. We have no control over the systems or the input our users provide.
Table 2	Concerned about the loss of basic skills and critical thinking because of dependency on AI.
Table 3	Concerned about changing assessment objectives, more of a demonstration of learning versus a multiple-choice test. Depending on the AI model, it becomes their social connection to the outside world.
Table 4	False or incorrect information, PII (where is it stored, where does it go?), teaching kids that it's part of a toolbox, but it's not the only thing. You can use it to help you write an essay, but you shouldn't have it write the essay for you. It's not a replacement for thinking, used to brainstorm, not to do the whole thing. It can reaffirm falsities, creating an echo chamber for the end user. Kids still need basic skills and critical thinking skills to know if it's accurate.
Table 5	Understanding that AI is a tool, we should worry about content being submitted (PPI), without losing the Human element. Future problem-solving skills are lacking.
Table 6	Digital Citizenship - knowing the difference between what they need to know and what they can obtain via AI. The scope of open AIs may be too broad. Teaching how to use it appropriately. How to help students distinguish between reliable information and gobbledygook. Preventing the release of data to LLMs that shouldn't have that data.

Table 7	Information integrity (PII, loss of critical thinking
Table 8	Concerns about data privacy, academic integrity, and changing instructional practices exist, but AI is here to stay. Educators must adapt by finding ways to use it effectively and responsibly to support both students and staff.
Table 9	Concerns include a lack of independent thinking, inconsistencies, and incorrect information. Paid versions of AI tools seem to offer better accuracy and reliability. Issues such as plagiarism and data privacy, particularly regarding personally identifiable information (PII), continue to be significant. However, AI presents a valuable opportunity to teach and integrate digital citizenship skills, promoting responsible and ethical use of technology.
Table 10	Having access to information and a thought partner to plan out self and school-related harm. Critical thinking skills for students (how do we teach students to think with AI, not let it consider for them)
Table 11	Teacher support and the ability to adapt to new learning models need to improve. There's a concern about whether this is affecting the integrity of our diploma. Additionally, the data being shared and transmitted is a significant worry.
Table 12	It's the balance between encouraging use and trying to learn, while also considering the dangers that can quickly appear. Oversharing data with free tools, students being TOO willing to share with AI tools, etc., can lead to significant issues rapidly. Difficult to document the benefits of the AI output while appropriately expressing the dangers of overreliance on AI.
Table 13	Afraid that kids won't learn anything. It's not that they're not learning; they're learning from a different method, i.e., they're learning skills rather than content. i.e., Writing skills? Another fear is the "accuracy" of AI content. Can they (the students) discern good and bad content? My biggest concern is that we won't do the right things to get the students there…i.e., knowing how to use the tool effectively. We need a structured approach…i.e., Teaching grade-level

	appropriate tools and applications (aligning with instructional standards at grade levels)
Table 14	Creativity and the development of new ideas will diminish because it is so easy to engage AI to think for you. Mental health, PII, students' oversharing, is AI going to take over?
Table 15	Worried about security and user input. Voice AI (mimicking someone's voice) is a concern. A lot of overhead can arise from being on the watch, especially in smaller districts, which can become an operational concern. With proper training, it can be acceptable, but without it, there is concern about what is being input into AI or what AI does on its own. Concerns over privacy with AI in general arise when we start asking AI to analyze score data sets, as we can inadvertently create bias by treating AI as a "person" to analyze.
Table 16	Is AI cheating? That's a big question to be answered. Are students learning the content, or just asking AI, and is that important for students to show their work in the future? Will AI facilitate higher-level thinking for students, or will it simply use AI to create their thinking for them? Ethical use of AI and how students use AI.
Table 17	How do we use caution without being fear-based? It's as essential for CIOs to encourage the proper use of AI. Moral obligation to teach students how to use it effectively, as a lifelong tool. All the information is already available and just one Google search away, so we need to inform our staff and students on proper usage to improve efficiency while protecting their information.
Table 18	Jobs. What will the future of employment look like, and how are we educating students on how to utilize AI to prepare for the evolving demands of employers?
Table 19	Chatbots and companions are a concern. It's hard to gauge usage and monitor. Concern about making malicious things easy to do. No special skills are needed to create malicious information.

Table 20	Conversations about the lack of education for the appropriate use of AI could lead to legislation limiting its use, resulting in the loss of beneficial AI tools.
Table 21	Not knowing how to use it properly. Educating students and staff to be skeptical of what AI gives you.
Table 22	Masking/replacing critical thinking/actual learning in education
Table 23	Putting things into ChatGPT with no control over it or knowing whether it is getting sold. Having an AI relationship outside of an actual human connection is a concern. Also concerned that renewable energy is struggling to keep up.

Q4 - Over the past 2 years, we have shared with districts and KDE organizations guidance, policy recommendations, research, studies, legislative presentations, uses in the classroom, and skills required in the workforce. Is there anything else related to AI that districts would like KDE or another organization to help provide to them?

Table #	The ONE Big Idea
Table 1	Most people feel that we have sufficient policies and information available, but technology and AI are constantly evolving, making it challenging to ensure that our policies and information keep pace with the rapidly changing environment. Additionally, people are required to review and examine the existing policies. Perhaps having a very general policy that districts can adapt and tailor specifically to their environment.
Table 2	I appreciate the resources that have been provided, but it's challenging to get the message distributed to staff, such as training facilitated by KDE that is designed for teachers and digital learning coaches.
Table 3	KDE-level AI resource hub, showing what policies and documents other districts have built. Fostering a collaborative environment between districts and also helping other groups in KDE to share the same information about AI chatbots in meetings.
Table 4	Guidance on AI Policy for districts: Should we add it to the AUP, and if so, should it be a separate line item? A paragraph? Should we have an “opt-out” form if parents don’t want their kids using it?
Table 5	Just general guidance information, perhaps even examples on how to handle and manage districts using or enabling AI. Phishing guidance for AI-generated Spam.
Table 6	I'm not sure due to the rapid pace of change in the field. List of vetted tools shown not to misuse data. AI detection tools. Acceptable use - the degree to which work must be original/unique. Improve pedagogy so that teachers know how to ask questions that force students to demonstrate their knowledge and learning, as well as responsible use and education.
Table 7	RUP (recommend or evaluate best AI tools)

Table 8	Establishing clear **guidance** rather than a strict policy can help educators integrate AI effectively and responsibly. The focus is on providing recommendations that align AI use with existing policies, offering talking points to support informed decision-making, and ensuring that AI enhances teaching and learning.
Table 9	The entire group agrees that a formal policy—not just guidelines or recommendations—is necessary. Clear guardrails should be established, although the level of detail required remains a question. The policy should integrate with digital citizenship education and introduce the responsible use of AI to young students. Currently, AI is not included in the Acceptable Use Policy (AUP) or Responsible Use Policy (RUP). It is also essential to determine if KDE sets specific restrictions. Additionally, mandatory AI training for teachers is necessary to ensure the responsible and effective implementation of AI.
Table 10	Guidance on how to create a local AI Policy (model policy from KSBA, maybe). Model AUP/RUP. Guidance on key look-fors in privacy policies from AI tools. Access to exemplars from classroom use.
Table 11	It's too early to pinpoint exactly what we need, given the vast potential. Just be there for us when we need support. Recognizing and supporting early adopters will be crucial for progress. A model policy would be welcome.
Table 12	Educating directly with superintendents about any policies, guidance, regulations, etc that are out there now. Ensuring good guidance is incorporated into AUP/RUP for district use. Reinforce the need to run key AI purchases past IT leadership.
Table 13	Content filter needs A.I. tools embedded to assist staff. Things are changing so fast that even the KDE Guidance document released last year is out of date.
Table 14	KDE provided the Data Privacy Agreement template and updated the KSBA board policy.

Table 15	We don't know what we don't know yet. There may be a need for better restrictions and guidance on data privacy. We can make them sign the PII agreements all day long, but what guidelines and legislation can there be to provide more security for data? How can we hold these companies accountable that are using our data? Perhaps some policies or guidelines should be established regarding the type of data that can be shared. CIOs shared that when they "flipped" blanket approval and started requiring approval for using applications, they began receiving a lot of pushback, so it is the same for AI. The CIO's job is the "Data Police".
Table 16	I would like to see AI products included in KETS contracts. Consistent training ensures that all teachers ethically integrate AI, a technology assessment that measures the use of AI in all Kentucky schools. Add AI to technology standards.
Table 17	More guidance and training for HIPAA and FERPA laws. I have been requesting an updated version of the exemplary AUP from KSBA, which includes AI, cybersecurity insurance, and privacy policies, as well as more guidance on requesting a cybersecurity insurance policy from vendors.
Table 18	Technology policies across the board - AUP/RUP, AI policy, updated. The draft policy is not enough and could be argued either way. Minimum KY requirements for AI in apps/companies, not just blanket data sharing agreements from various companies. KY needs a baseline for companies and districts to work with that all parties agree to for data privacy. A "KETS vendor" list of approved/vetted AI vendors (Magic School, NotebookLM, etc.). Add AI training to the beginning of the year training (mandatory for all KY districts).
Table 19	Acceptable/Responsible Use Policy from KSBA. Continued info in Newsletters, so we don't miss anything.
Table 20	-State-level subject matter expert for AI to help answer district questions/best practices, and research. In a capacity like Scott Kane's assistance with ERATE. - Vetted list of acceptable AI tools.

Table 21	Is there an official KDE stance on AI? Best practices? If so, share with the districts. Guidance on referencing in the AUP? Would like KDE to create and share a baseline policy with the districts.
Table 22	Guidance on best use tailored to specific populations - general educators, board members, specific educator groups (e.g., Sp Ed); AUP/RUP starting language
Table 23	Waiting on KSBA. Guidance documents are used to address concerns regarding the inability to turn AI off.