

Below is the information and talking points that were provided by the Kentucky Department of Education's (KDE) Office of Education (OET) in advance to the House and Senate Education Committee meeting on 1 Sept 2026 that we spoke from and pointed to:

Five Key Messages

1. **Kentucky has been a national leader and pioneer in K-12 educational technology since the creation of KETS in 1992, but we are always trying to get better.** For example, Kentucky became the first state to provide Internet access to every Kentucky public school district in 1995 and is currently the national leader in K-12 cloud-based computing.
2. **Technology is not the goal. Student learning is the goal.** Technology-enabled services are tools that can add value and support district educational plans, academic standards, and student success.
3. **We want students to be well prepared for their next steps in life.** Kentucky students should graduate with the technology and nontechnology skills necessary for postsecondary education, military service, and the workforce.
4. **We support a balanced and healthy use of technology,** including appropriate screen use, digital citizenship, Internet safety, and responsible AI integration. We recommend continuing to allow teachers and schools to determine whether, when, how, and how much technology is used or not used in their classrooms and schools.
5. **We want to ensure technology investments are maximizing value for students, teachers, staff, and leaders.** Kentucky's education technology investments support both educational outcomes and operational efficiency, allowing districts to share services, reduce duplication, and focus more resources on students while supporting an efficient system of common schools.

Eighteen resources that support these Five Key Messages:

1. **KY K-12 Educational Plan.** It is important to first have a strong educational plan in the district and then use technology enabled services to support the goals in that plan when appropriate. Every district is required to have a district technology plan ([2026-2027 Technology Plan Template \(1\).pdf](#)). Within those district technology plans are how the district is supporting the overall educational priorities of their district. [2024 - 2030 KETS Master Plan - Kentucky Department of Education](#).
2. **KY Auditor of Public Accounts (APA) report on KY Education Technology Services in August 2025.** The Kentucky Education Technology System (KETS) identified as a Top 4 noteworthy accomplishment: [APA Audit KETS Snippet](#). Through statewide technology services, Kentucky districts avoid significant local infrastructure costs while benefiting

from shared statewide platforms that support instruction, financial management, student information systems, cybersecurity, communications, and digital learning. KETS is not primarily about student devices. It is the infrastructure that supports teaching, learning, school finance, student records, cybersecurity, communications, testing, safety systems, and operational efficiency across Kentucky schools.

3. **The KY K-12 student technology leadership program (STLP).** Kentucky's Student Technology Leadership Program (STLP) is the best student technology leadership program in the nation. The program serves nearly 60,000 Kentucky students and is an outstanding example of project-based learning through which students apply academic standards using technology to solve real-world problems.
 - This short STLP segment was featured on Kentucky Tonight on 24 August 2026:
<https://ket.org/program/kentucky-edition/stlp-2024/>
 - More about how STLP helps with academic and real life project based learning can be found at: [STLP – Design. Make. Connect. LEARN!](#)
4. **On 20 August 2026, the US Dept of Education released their perspective on the topics of K-12 screen use and AI:** <https://tinyurl.com/nationalguidance> This national guidance is very consistent with our KY K-12 EdTech perspective on both those topics. 85% of this communication is extremely supportive of education technology in schools, which we strongly agree with. 10% of this communication talks about concerns with students using distracting types of technology (e.g., their personally owned smartphones, social media, recreational/entertainment sites, etc.) that add close to zero to the educational process, which we strongly agree with. The remaining 5% discusses recommendations that we also strongly agree with. A portion of this recent national guidance communication included the following:

"The public policy debate should not be framed as a choice between technology and no technology, nor should every screen be viewed as serving the same purpose. Recreational technology and education technology should not be viewed as synonymous. While excessive recreational screen use has raised important concerns that deserve attention, education technology can strengthen teaching, deepen learning, and expand education opportunity when aligned with clear instructional goals and implemented effectively. Research and experience have demonstrated that technology is a valuable instructional tool when it supports strong pedagogy and effective teaching practices. Digital platforms can increase access to rigorous coursework, support differentiated instruction, provide timely feedback through high-quality assessments, and broadly expand opportunities for students. The question before education leaders is not whether technology can support learning, but whether individual tools are

selected, implemented, and evaluated in ways that advance specific education goals. Education technology should not be evaluated solely by the amount of time students spend using it. States and school districts should:

- Distinguish between policies addressing recreational technology use and those governing instructional technology.
- Evaluate education technology based on demonstrated learning outcomes and instructional value rather than screen time alone.
- Incorporate evidence of effectiveness into procurement and renewal decisions, looking for products that have conducted randomized controlled trials (RCT) and demonstrated positive outcomes.
- Establish processes for reviewing implementation and outcomes to ensure technology investments continue meeting instructional goals.
- Support professional learning that helps educators integrate technology effectively into instruction.”

5. **KY K-12 Computer Use Guide.** This is a link to our recently released that KDE publicly released on 18 August 2026: [screen-use-full.pdf - Google Drive](#)

6. **KY K-12 technology enabled services mission critical services beyond the student computer.** As the son of a Kentucky K-12 teacher, I joined KDE in 1992 to help launch KETS following my education at the United States Military Academy at West Point and my service in the U.S. Army after Operation Desert Storm. I wanted to be part of an initiative that would improve Kentucky operationally, educationally, and economically. Today, as the father of a Kentucky K-12 teacher, that mission remains deeply personal to me. Kentucky's Constitution and laws call for an efficient system of common schools that applies to curriculum, administration, instructional content, and facilities. The KETS timeline demonstrates how technology-enabled services have supported that mission since 1992. Kentucky became the first state to provide Internet access to every public school district and is now the national leader in statewide K-12 cloud-based services. These shared services have saved hundreds of millions of dollars and improved operational efficiency throughout Kentucky schools.

Mission-critical services supported through this infrastructure include:

- Munis financial management

- Infinite Campus student information management
- Phone systems
- Email systems
- Video systems
- School security systems
- Cybersecurity systems
- HVAC systems
- Instructional applications
- Simulations
- Online testing
- Project-based learning

These services are supported by the KDE-provided Internet service delivered to every Kentucky district, school, and classroom through Zayo Education Internet Services.

7. This is a recent **Infographic on KY K-12 Edtech** was provided to the KY Board of Education on 9 August 2026: [2024 - 2030 KETS Master Plan - Appendix B - Kentucky Department of Education](#)
8. **Kentucky Education Technology System (KETS) timeline of historic achievements in KY K-12 EdTech since the birth of KETS in 1992 through today** was provided to the KY Board of Education on 9 August 2026. It can be found at [2024 - 2030 KETS Master Plan - Appendix G - Kentucky Department of Education](#). KETS and KY K-12 have been a pioneer and national leader in most aspects of education technology since 1992 but are always trying to be better.
9. **KY K-12 academic standards for technology.** Kentucky has long recognized technology competency as an important workforce and postsecondary readiness skill. A 2006 Kentucky law requires students to demonstrate technology competency upon graduation. The updated Kentucky Academic Standards for Technology were presented to the Local Superintendents Advisory Council (LSAC) and the Kentucky Board of Education (KBE) during summer 2026. Both organizations supported the updated standards and continued support for the technology competency requirement:

<https://portal.ksba.org/public/Meeting/Attachments/DisplayAttachment.aspx?AttachmentID=974324>

We'll also be updating the KY K-12 academic standards for computer science and library media in December 2026.

10. **KY K-12 IT certifications and Computer Science.** Our KDE Office of Education Technology also works closely with KDE's Office of Career and Technical Education on marketable IT certifications and Computer Science (CS) advanced placement opportunities through our KY K-12 IT Academy. Here is the most current [2025 Kentucky Annual Computer Science Report](#).
11. **KY K-12 Digital Learning Coaches.** There are close to 600 digital learning coaches in KY K-12 districts that help teachers maximize the use of the investment of technology in the classroom: [Digital Learning Coaches - Kentucky Department of Education](#)
12. **KY K-12 digital citizenship skills for KY K-12 students and adults.** Since the early days of KETS, we have had a focus on helping KY K-12 students and adults be good digital citizens; [Digital Citizenship - Kentucky Department of Education](#). We have also established the nation's first digital driver's license for KY K-12 students and adults.
13. **The KY K-12 Digital Learning Guidelines:** [Kentucky Digital Learning Guidelines](#)
14. **KY K-12 Internet Content Management System (ICMS).** Since a 1998 KY law, there has been an ICMS (i.e., GoGuardian since 2025, Lightspeed and Microsoft Proxy before then) made available to all 171 KY K-12 school districts and all KDE organizations for all KY K-12 students and adults. This tool allows each school district to identify the Internet sites that they want to allow their students to go to or not go to as well as tracking Internet activity when using a district provided device over the KETS Internet service that is provided to all school districts. This service extends beyond the school campus when using a school district provided computer which means when KY K-12 students and adults use a school issued computer over their home's Internet service or some other location (e.g., from a hotel or restaurant) they can still only go to the locations on the Internet that their school wants then to go to and not go to as well as continuing to track their Internet activity while using that school provided computer. The GoGuardian service

also has the ability to allow the school and parents to see where students are going and how long they went there. [Internet Content Management System - Kentucky Department of Education, Title 701 Chapter 5 Regulation 120 • Kentucky Administrative Regulations • Legislative Research Commission](#)

15. **Healthy digital diet of KY K-12 students.**

Teachers and principals have always been responsible for deciding whether, when, and how much technology is used and not used in their classrooms and schools. We recommend preserving that local instructional decision-making. Technology should be used when it adds educational value, not simply because it is available. A school where every student spends 6-7 hours per day on a computer every day of the school year would be an outlier, not the Kentucky norm. We support teachers and principals who identify excessive usage and want to move toward a healthier instructional balance. It is also important to distinguish educational use of school-provided technology from the distracting recreational use of personally owned smartphones and other devices at home or beyond the school campus. Kentucky districts have long used Internet content management tools to limit entertainment and social media access on school-issued devices, and many districts have also limited students' use of personally owned smartphones during the school day. During the committee presentation, we will share information regarding typical technology usage in Kentucky schools, including the very limited use often seen in K-2 classrooms and usage patterns in older grades. The evidence does not indicate that the average Kentucky student spends all day or most of the school day using a school computer.

16. If you go to the following link, you'll be able to see and listed to our discussion with **KY K-12 district CIOs/EdTech leaders** on this topic on August 18th: [EdTech Webcast – August 18, 2026, | KDE MEDIA PORTAL](#).

17. If you go to the following link you'll see the topic of **screen time and AI discussed during Kentucky Tonight** on 24 August 2026: [Screen Time in Schools | Kentucky Tonight](#)

18. Regarding **AI in KY K-12**, encourage you to go to the following link on KDE's Office of Education Technology landing page that contains information and guidance we've been providing to districts since 2023 to now on that topic: [AI in Kentucky K-12, August 2026 - Kentucky Department of Education](#). We believe students must learn how to use AI responsibly because they will graduate into a world where AI technologies are increasingly common in higher education, the workforce, and everyday life. However, how much AI is or isn't used in a KY K-12 district, school and classroom will be the

comfort and confidence that the superintendent, principal, and teacher has or doesn't have in AI as it relates to their educational goals, needs, and values as it relates to instruction, student learning, assessment, and appropriate classroom use of AI technologies.

Kentucky K-12's educational technology efforts have never been about technology for technology's sake. Since the creation of KETS in 1992, the goal has remained constant: leveraging technology-enabled services to improve teaching, learning, operational efficiency, student opportunity, and Kentucky's economic future while maintaining appropriate safeguards for student well-being, privacy, and safety.

You can view and listen to a video copy of the 1 Sept 2026 presentation of KDE's Office of Education Technology's presentation to the House and Senate Education Committee by going to [KY-K12 Quality Screen Use House Senate Committee - Kentucky Department of Education](#).

The following was provided to a KY legislator after that 1 Sept 2026 legislative committee regarding a more detailed response about use of technology tools at different KY K-12 grade levels.

1. Much like the curriculum used in the classroom, recommend that the decision and choice remain with the teacher and principal on how much to use or not use a technology enabled tool or nontechnology for teaching and learning, which is adjusted for each student's unique learning style, needs, and path. We agree with 20 August 2026 communication from the US Dept of Education on the topic of K-12 screen use. It says multiple times that education policy makers should focus on educational value versus an arbitrary # of minutes: <https://tinyurl.com/nationalguidance>. This recent national guidance is consistent with our KY K-12 EdTech perspective on this topic.
2. We are asking/urging folks to be careful with a recently published book. The author shares some great ideas and questions that will have always had an eye on and will continue to. However, he makes some leaps with correlation-based hunches that leave out major factors like chronic absenteeism, teacher retention and recruitment struggles, social and home related issues that we are all working on as well. He talks about those other factors, but not too loudly. He also cites research where students on average are using screens 5+ hours per school day. Kentucky, for learning purposes, our schools were not seeing that. Of course, if kids are forced to have passive screen time or engage

in non-meaningful, non-intentional digital worksheets behind a screen, that's not going to go well. Our [screen use guide](#), [KAS for Technology](#), and [digital learning guidelines](#) call that out and have for a long time - in Kentucky. The author also mentions in his book citing strong research (on page 33) "Put simply, digital tools that aid in building foundational skills can also benefit students who require more time and structure". (Intelligent tutoring systems, interventions for learning disorders). We subscribe to that as well as he is speaking to the balance and using EdTech in the right ways for the right kids, at the right times.... NOT as digital worksheets. EdTech as an amplifier NOT a pacifier. Our 18 August 2026 KY K-12 screen use guide ([screen-use-full.pdf - Google Drive](#)) references and gives links to research that gives a balancing perspective to this book.

3. GoGuardian tracks Internet activity and does not count on the teacher to set anything up to do that. GoGuardian tracks screen use time per student regardless of if the teacher sets up a "teacher session." In fact, the new Screen Time tool inside of GoGuardian identifies the amount of time in a teacher session AND the amount of time outside of the teacher session. Additionally, it also tracks, reports/ displays the amount of use time in school and the amount of time beyond school (at home). I think you will also be interested in the Go Guardian [parent transparency app](#). Districts like Scott County and many others provide the "free" (KDE pays for it) Parent App which does the same for student internet use that the Infinite Campus Parent Portal does for grades and school connections. The Parent App for Go Guardian gives parents an easy view to see everything their student is doing online during school or at home, beyond campus. Parents can also take advantage of the option to turn the Internet off while at home on the school issued Chromebooks. Parents with these tools in place will often prefer their children to use their school issued devices versus a personal home purchased device that is unfiltered and not protected. For parents who are concerned about overuse and screen time, these tools provide an amazing transparent option to further develop conversations with teachers and school leaders.

4. K-2 and middle schools:

Encourage you to go to 1st and 2nd grade classrooms and meet with those teachers directly in their classrooms regarding what they are doing for an average of up to 45 minutes with technology enabled tools in their classroom. Also recommend you go to and speak directly with middle schools to get a fuller understanding why they have more screen use than elementary and high school grades. Below are some details regarding K-2 and middle school usage of technology enabled tools from our research and observations when visiting KY's K-2 classrooms and middle schools.

1st and 2nd graders

Throughout the elementary grades, technology is most effective when used intentionally to support high-quality instructional resource implementation, teacher-directed instructional practices, student engagement and collaboration, and timely intervention within a comprehensive Multi-Tiered System of Supports (MTSS) framework.

There are most likely zero or very close to zero 1 to 1 mobile computers/devices in KY K-12 public schools for K-2 age students that they carry around throughout the school day or take home on an average school day (excluding winter/ severe weather months).

The most likely scenario for K-2 age children to see and/or interact with any time of screen during the school day would be through a large TV screen for the entire classroom, and/or a large digital whiteboard for the entire classroom, and/or 3-4 desktop computers at a station in a classroom that the students rotate to and/or lastly a lab that the entire class goes to for a short period of time (we still see the skill learning lab model most often in lower grade bands - "specials rotations").

The up to 45 minutes on average for 1st and 2nd graders includes:

(1) teacher using TV screen or digital whiteboard screen to demonstrate their teaching point or to watch the school's morning announcements or to bring in a guest speaker/helper remotely.

(2) a student directly interacting a screen (e.g., the large classroom digital interactive whiteboard, desktop computer, lab "specials rotation time").

A typical week for a 1st or 2nd grader involves blended learning, where technology serves as one instructional tool to support high-quality instruction, targeted practice, visual supports, and communication rather than replacing hands-on learning, teacher-directed instruction, or student collaboration. On average, students interact directly with screens for up to 45 minutes per day, broken into short, purposeful blocks. Here is how technology integrates into their typical weekly routine:

Daily Morning Routines

- **Morning announcements on the classroom TV:** These are usually created by older students and shown first thing in the morning to all students through the large TV in the classroom.
- **Large classroom interactive Digital Whiteboards:** Teachers use smart screens (e.g., Promethean or SMART Boards) to display the morning message, date, and weather.
- **Attendance & Lunch Count:** Students walk in and tap their names on the board to check in.
- **Brain Breaks:** Teachers stream structured movement videos (like *GoNoodle*) to help students burn off morning energy.

Reading & Language Arts

- **Phonics Practice:** Students use tablets (iPads) or Chromebooks for gamified phonics practice using apps like *Lexia Core 5* or *Amira*.
- **Digital Libraries:** During independent reading time, students may access identified digital texts or portions of text as one option for building knowledge, vocabulary, and reading engagement.
- **Teacher-Led Literacy:** The teacher projects Read-aloud books or digital phonics practice onto the main screen for whole-group choral reading.
- **Targeted Skills Intervention:** Gives additional and differentiated assistance to young readers that may be initially struggling with word recognition and/or language comprehension.

Mathematics

- **Adaptive Learning Platforms:** Students may use adaptive programs, such as Zearn or Khan Academy, for targeted practice and feedback. As highlighted in our [screen use guide](#), these tools should only supplement teacher-led instruction and hands-on learning experiences.
- **Virtual Manipulatives:** When learning addition or fractions, the teacher projects digital base-ten blocks or counters onto the board to demonstrate concepts before students use real physical blocks.

Science, Social Studies, & Specials

- **Virtual Field Trips:** Teachers use Google Earth or video clips to transport students to coral reefs, space stations, or historical landmarks.
- **STEM/Coding:** In the media center, students use simple block-coding apps (like *ScratchJr*) or program small physical robots (like *Bee-Bots*) using directional arrows.

- **Digital Art & Music:** Students use touchscreen tablets to compose simple beats or experiment with digital finger-painting.

Assessment & Communication

- **Digital Portfolios:** Students use tools like *Seesaw* to photograph their physical worksheets or video record themselves reading aloud, uploading it for their parents to see.
- **Formative Quizzes:** Teachers run whole-class review games using *Kahoot!* or *Blooket*, where the teacher displays the question and students vote as a group or use simplified clickers.

Below is what the most current research explains why middle school students have on average more screen usage than elementary and high school students.

KDE guidance encourages schools to use technology purposefully to support teaching and learning while maintaining teacher-led instruction, student collaboration, and hands-on learning. Technology usage is most effective when it supports clearly defined instructional goals, provides targeted practice and accessibility supports, and helps educators implement timely interventions within a Multi-Tiered System of Supports (MTSS) framework.

According to recent K-12 device usage analyses, middle school students often spend more time on school-issued devices than either elementary or high school students.

Why middle school tends to be the peak, today - but possibly not in the future (based on trend data).

a. Middle school is the "sweet spot" for digital curriculum

- Elementary students still spend substantial time on hands-on learning, reading with teachers, manipulatives, recess, and foundational skill development.
- Middle schools frequently use digital platforms for math, ELA, science, assignments, assessments, and communication across nearly every subject.

- Many districts require students to use learning systems such as Google Classroom, Canvas, i-Ready, and online testing tools daily.

b. Students are old enough to work independently

- Sixth through eighth graders can navigate multiple applications without constant supervision.
- Teachers often assign digital research, projects, and collaborative work that younger students cannot yet manage independently.

c. Middle schools use the largest variety of applications

- Some industry data suggests middle schoolers interact with more different educational applications than any other grade span.
- As students transition from a single classroom teacher to multiple subject-area teachers, each class may introduce different digital tools.

d. Assessment and progress-monitoring activities may increase in middle grades

- Districts provide screening, intervention, and progress monitoring across grade levels as part of a Multi-Tiered System of Supports (MTSS), with early identification and intervention occurring in the elementary grades whenever students demonstrate a need for additional support.
- In some middle schools, students may engage with additional online diagnostics, benchmark assessments, progress monitoring tools, and intervention supports as educators continue to monitor student growth and readiness for high school.
- The increased use of digital tools for assessment and progress monitoring may contribute to instructional screen time compared with some elementary and high school settings.
- Following the research, if remediation and helping kids get back on track is a primary reason for the additional screen use, I would submit that as we continue to see improvements at lower grades, we will see more screen use for MS in learning acceleration / project-based learning versus remediation. For example, as Kentucky has been highlighted by [Harvard and Stanford researchers](#) as 5th in reading and 8th in Math in student learning growth as this trend continues, the Middle School experience in Kentucky changes.

Response to the KY Budget Review Education Committee regarding the budget and finance questions we received in advance:

In the private sector on average, 5.5% of their annual budget goes toward technology enabled products, services, and staff. In K-12 it is on average of 3.5 to 4% annually. In KY K-12 it is 3.7%. The funding source that most commonly funds this 3.7% are the state appropriated SEEK funds that each district receives annually. The next most common funding source used for this 3.7% is federal funds. Districts spending follows fairly close to the budget that is reflected in the 2024-2030 Kentucky Education Technology System (KETS) Master Plan: [Appendix H - Projected Costs for KY K-12 Technology Needs-Printable.pdf](#). So approximately 16% of that 3.7% on average is spent on KY K-12 adult and student computers. With the average initial cost being \$320 for 90% of their staff and student computers and \$80 every year after that for service and maintenance until they are replaced. 9% of that 3.7% on average is spent by the district on their district's Internet related services that supplies Internet access to those computers as well as for their phone services, their security camera services, their overall building security/safety services, cybersecurity services, their HVAC services, their financial management/payroll services, their student information services, their district website for the public, their food services system, their transportation system, their online testing services, and their instructional content services. 15% of the 3.7% on average goes toward the district's technology enabled instructional services (e.g., software, apps, digital content).

For the past 15-20 years, the primary reason districts may have increased the size of their technology support staff has much more do with all the additional responsibilities added onto the district technology staff (i.e., security cameras, phone system, etc.) beyond the computer (see the KY K-12 People Side of EdTech: https://education.ky.gov/districts/tech/Documents/KY_The%20People%20Side%20of%20K12%20EdTech_Full%20Version_Final%208.3.17.pdf).

Like buses, school lunch, clean classrooms, safe environment, good teachers, good attendance rates, technology is one of the tools in the toolbox to help with the learning experience of students. The first high schools in early the 2000s in KY K-12 that went to 1 to 1 computer ratio were the highest performing academic schools and have remained high performing. All the very highest academic performing schools in KY K-12 always have technology enabled resources as one of the resources that they use to help their staff and students achieve that success. If they have a good educational plan and strategy, then their odds of achieving academic success with technology enabled services are significantly greater. Additionally, technology enabled tools are also making a difference in the following in KY K-12 schools:

Education Scorecard (Harvard and Stanford):

- **Kentucky's recovery ranks among the best in the country in both scorecards.**
- Kentucky Ranks 5th in Reading and 8th in Math Recovery Among States, **Among the Top Performers in the Nation**
- **Leaders in Kentucky's General Assembly have referred to this as KY leading "The Southern Surge" in Education progress.**
- ** The Education Scorecard is a research collaboration between two of the nation's leading education research centers: the Center for Education Policy Research (CEPR) at Harvard University and the Educational Opportunity Project (EOP) at Stanford University.
- **NAEP:** Kentucky is consistently above the national average (though we are continuing to work on growth and improvement)
- **ACT: of the 9 states that require it, only 2 outperform KY (and we are super close to those other 2)**
- **State Assessments/ Accountability (KY has national blue ribbon schools, etc.)**
- **US Department of Education (guidance released recently)**
 - *"Research and experience have demonstrated that technology is a valuable instructional tool when it supports strong pedagogy and effective teaching practices. Digital platforms can increase access to rigorous coursework, support differentiated instruction, provide timely feedback through high-quality assessments, and broadly expand opportunities for students.*
 - And further submitting... *"Technology will continue to shape education, the workforce, and civic life. Preparing students for that future requires thoughtful decisions about when, where, and how technology is used in support of learning."*

For low academic performing schools, it is very likely they are not maximizing all their tools and resources, including technology enabled tools. Additionally, a close look needs to be given to their school's educational plan to ensure it is a good one and that the school's resources and tools are effectively supporting it.

The KETS Master Plan also strongly recommends both high and low performing schools to at least annually evaluate each of their technology enabled investments and services regarding how much they are and are not used as well as if they are or are not making a difference in their instructional, operational, and administrative services.

The following contains studies, guidance, and survey results regarding KY K-12 EdTech and K-12 EdTech in schools that are in our 2024-2030 KETS Master Plan: [2024 - 2030 KETS Master Plan - Appendix A - Kentucky Department of Education](#) and [2024 - 2030 KETS Master Plan - Appendix B - Kentucky Department of Education](#) and [2024 - 2030 KETS Master Plan - Appendix C - Kentucky Department of Education](#)

Response to the KY Budget Review Education Committee regarding AI in KY K-12 questions that we received in advance:

AI type of technology is being built into nearly every type of technology enabled system of any type used in the public and private sector. So, it should be assumed that nearly every technology enabled product and service used at the home, private sector and public sector is being enhanced by used AI type of technology tools.

Generative AI tools are free for the basic services. This is by far the most common way to access generative AI. For those that are interested and need it, there is typically a paid service option that has more functionality. Districts have the choose to block or not block the generative AI tools for students in their district, through a KDE provided Internet Content Management System (ICMS) service when the district's student is using a district provided computer while at school or home. A high percentage of KY K-12 school districts are blocking generative AI tools for a variety of reasons, including wanting to get comfortable with them first and to ensure they support the district's academic goals. The adults in districts are more likely to be using the free generative AI or paying for specific AI software systems (e.g., Magic School that acts as a teachers aid in doing things like creating lesson plans). KDE doesn't track the districts paying for products like Magic School nor non-free generative AI for their adults nor the specific district funding source that the district is using to pay for it. The link AI in KY K-12 gives some great information on the studies regarding AI: [AI in Kentucky K-12, September 2026 - Kentucky Department of Education](#).

Here is some very recent information provided by the Kentucky Valley Educational Cooperative's (KVEC) theholler.org services this week regarding example of how KY K-12 adults are using AI

tools personally and professionally. Can also be found at [AI Update September 2026 - The Holler](#)

AI UPDATE · FALL 2026

AI QUESTIONS? EMAIL US
adrian@theholler.org
alex@theholler.org

How Could I Use This?

PERSONALYour own accounts, your own life

DISTRICTOnly in a district-approved AI tool, never with student data in Instinct or Muse

Superintendents

PERSONAL

Book conference travel, hotels, reminders

PERSONAL

Triage your inbox, flag what matters

DISTRICT

Compare public budget documents

DISTRICT

Summarize new state policy changes

DISTRICT

First drafts of board meeting summaries

DISTRICT

Community updates and newsletter columns

DISTRICT

Prep legislative and press talking points

DISTRICT

Benchmark programs against peer districts

Principals

PERSONAL

Book appointments and run errands during busy weeks

DISTRICT

Draft the weekly staff newsletter and event checklists

DISTRICT

Build duty schedules and an assembly run-of-show

Teachers

PERSONAL

Plan meals and grocery orders, and track certification renewals

DISTRICT

Brainstorm lesson ideas and build rubrics

DISTRICT

Research field-trip venues, prices and availability

Office & Counseling Staff

PERSONAL

Fill out personal forms and keep bills on track

DISTRICT

Draft event flyers and sign-up reminders

DISTRICT

Summarize public meeting notes and compare vendor quotes

Custodial & Maintenance

PERSONAL

Call around for parts, price quotes and home repairs

PERSONAL

Track warranties and certification renewals (like boiler licenses)

DISTRICT

Turn a voice note into a work order or supply list for approval

Food Service

PERSONAL

Plan your own meals and schedule personal appointments

DISTRICT

Build inventory and ordering checklists

DISTRICT

Translate menu and allergy-policy notices for families

Transportation

PERSONAL

Schedule car service and CDL renewal reminders

DISTRICT

Draft route-change and delay notices for families

DISTRICT

Build pre-trip inspection and route checklists

HOLLER

KVEC

Prepared by The Holler for KVEC member districts.
Current as of September 30, 2026. Check with your district before using any AI tool for school work.