Use of Artificial Intelligence in Public Schools (K-12)

It's Not Elementary

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SUMMARY

Artificial Intelligence (AI) has swiftly evolved into an integral part of society, particularly within the educational realm. The field of education has witnessed AI's transformation from a scientific concept to readily available technology, ChatGPT being one of the most prominent applications today. Like the Internet, it is embraced by many educators and students alike. The potential of AI in revolutionizing education, from enhancing classroom instruction to facilitating data analysis, is immense. However, alongside its promise, AI presents significant disruptions, necessitating thoughtful considerations to avoid potential pitfalls. This Grand Jury report not only explores the benefits and concerns of AI in Orange County education but underscores the pressing need for responsible action by school districts in response to student engagement with AI.

The 2023-2024 Orange County Grand Jury (OCGJ) undertook a review of AI utilization in Orange County's public K-12 schools. Unveiling crucial insights from educators and IT professionals, this Grand Jury report highlights a glaring concern: the absence of consistent, standardized policies governing AI's application in most Orange County's K-12 school districts. This deficiency places students at risk of encountering disparate and inequitable learning environments due to the unchecked use of AI.

The Grand Jury's findings underscore a critical junction in Orange County's educational future, urging decisive action to direct the transformative potential of AI while mitigating its inherent challenges. Through the implementation of prudent policies, comprehensive training initiatives, and collaborative efforts, Orange County stands poised to lead the charge in fostering an ethically grounded and forward-thinking use of AI within an expanding educational frontier.

BACKGROUND

The term Artificial Intelligence (AI) was coined in the 1950s by a mathematician and computer scientist named John McCarthy (see fig. 1). AI was basically a machine or computer that was able to mimic human intelligence. During the subsequent seven decades, AI has made enormous strides in development, including: in 1997, the computer Deep Blue defeated the world chess champion; in 2002, iRobot launched the first vacuum cleaner "Roomba" with an AI powered navigation system; and in 2011, IBM's Watson, went up against two former Jeopardy! champions and won (see fig. 1).

In 2022, Open AI released ChatGPT to the public, a generative AI platform with the ability to generate text, images, and other media utilizing information it had "learned" from input by the developers and users (see fig. 1). This AI platform was an instant hit in

education, from teachers using it to assist in lesson plans to students using the platform for help with schoolwork (and sometimes, unfortunately, to cheat).
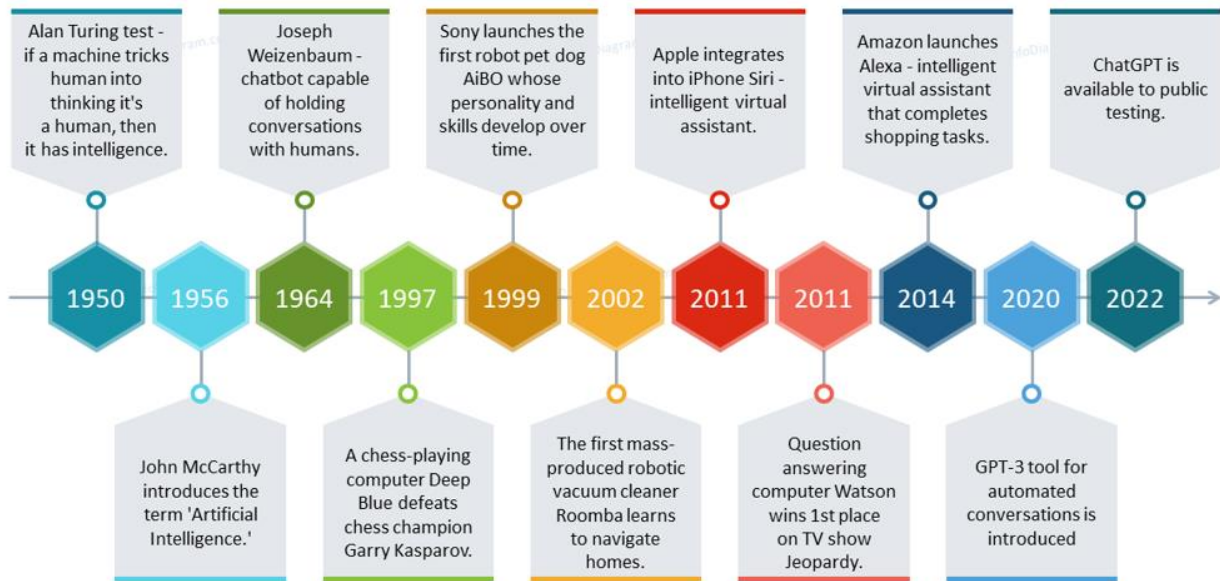

Figure 1. Timeline of the development of Artificial Intelligence. *Artificial Intelligence Development History Timeline*, infoDiagram, accessed March 2024, https://www.infodiagram.com/diagrams/ai-diagrams-machine-learning-ppt-template/#slide_8.

Just about every time one uses a smart phone, a tablet, shopping websites, or news websites, AI is running in the background. Have you ever started typing a word in a text, e-mail, or chat, and see words being suggested for you? This is AI in motion. Ever shopped on-line, say for a new blouse, and then start to see pop-up ads for blouses and other similar apparel? This is AI in motion. Ever surfed the Internet and a helpful little "chatbot" appears in the lower right corner of your screen, asking you if you need assistance? This is AI in motion.

Focusing on the use of AI in our public schools, students can (and do) utilize AI to research subject matter, write essays, generate full topic reports, and even write music and lyrics with a simple search using an AI platform. Whether or not the school has policies on the use of AI, a simple search on one's smartphone can lead students to answers and data in just seconds.

> *"Why should I care? AI doesn't impact me…"*

Implementation and the use of AI is moving and evolving at a lightning pace. AI's rapidly evolving capabilities, and its ability to affect (even disrupt) our approach to education is profound. While AI is actively utilized by some educators and students in Orange County, many schools and districts have little or no policy in place. The OCGJ also determined that there is wide disparity when it comes to policies surrounding, or even acknowledging the existence of, the use of AI technology in Orange County K-12 schools. While some schools and districts fully embrace this new technology, others have restricted, even banned, the use of AI in the classroom.

This is why you should care.

AI has the potential to revolutionize education by empowering teachers, enhancing student learning experiences, and promoting a more inclusive and efficient educational environment.

REASON FOR THE STUDY

Figure 2. Image of boy holding laptop while wearing virtual reality headset. *Front view of boy holding laptop while wearing virtual reality headset*, FreePik, accessed April 2024, https://www.freepik.com/free-photo/front-view-boy-holding-laptop-while-wearing-virtual-reality-headset_8400510.htm.

It seems that nearly every day, AI is in the news. Newspapers, podcasts, magazines, news feeds, TV shows—it is everywhere. On a global level, world leaders continue to discuss AI and its use in geo-politics, tackling human trafficking, military strategies, and education. On a national level, a memorandum was released in March 2024 by the

Office of Management and Budget, providing new guidance on how federal agencies can and cannot use artificial intelligence (Shivaram 2024).

In California, the Office of the Governor issued an executive order to study the development, use, and risks of AI technology throughout the State and to develop a deliberate and responsible process for evaluation and deployment of AI within State government (Office of Governor, Gavin Newsom 2023).

Locally, one needs to go no further than Orange County news feeds and papers to see recent stories of local high school students nefariously utilizing AI to artificially create photographs of student faces over pictures of bodies in various stages of undress (Fry 2024), known in the AI world as "deepfakes." On the other hand, AI is being used throughout several Orange County school districts in a positive manner, for example, by students using AI platforms to learn more about a topic of interest or overcome writer's block. In one Orange County school district, music students can use an AI platform to help fulfill an assignment, such as writing a song complete with lyrics.

The OCGJ's investigative objective was to attain a better understanding of the use of AI among students, teachers, and administrators in Orange County K-12 school districts and to discover how their administrations govern AI use in the classroom. While the current and future use of AI is widely discussed and scrutinized throughout various communities and in the media, the overall application and use of the technology in K-12 education in Orange County school districts is relatively unknown. The understanding and pace of AI use and implementation differs among school districts due to various considerations such as infrastructure, policies, and educational priorities.

Studying and preparing a report on the risks and the benefits of integrating AI in K-12 education can highlight how to enhance learning, provide additional support for diverse learning styles, and help prepare students for a tech-driven future. This report sets out specific findings and recommendations to formalize plans and promote collaborative efforts to enhance the effective use of AI within Orange County school districts. These findings can also serve as an informational guide for public awareness, addressing the complexity of AI and the potential harm that could arise if misusing this readily available technology. AI is a multidimensional and complicated topic; it ties together the excitement of advancing our local education system while emphasizing the need for human oversight. AI will require enhanced security measures, data validation, and the absolute necessity for providing ethical use guidelines.

METHOD OF STUDY
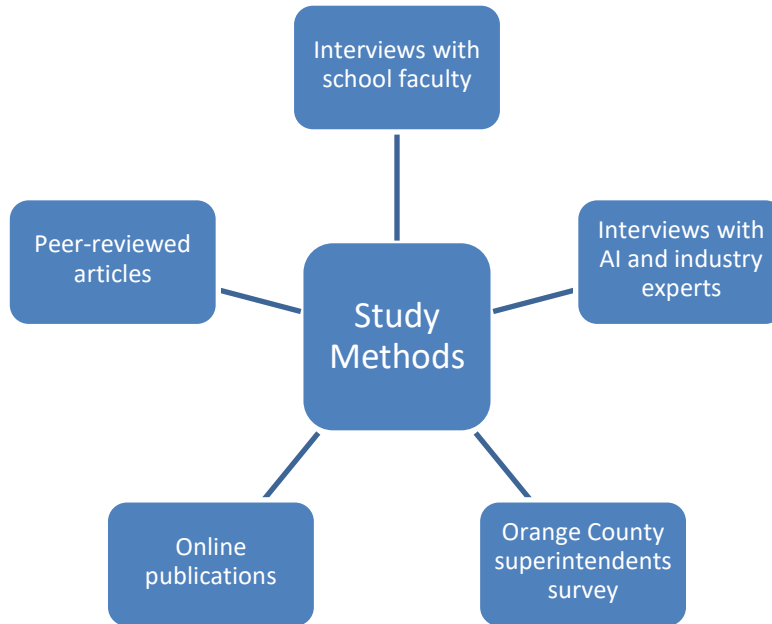
The OCGJ collected and verified information from this investigation through multiple sources and statements made during interviews with key school officials, school superintendents, and teachers. The OCGJ also conducted extensive research of current online and print articles addressing AI.

The OCGJ held in-person interviews with:

- Select Orange County school superintendents and teachers
- AI think-tank experts
- Representatives from the Orange County Department of Education (OCDE)
- County of Orange, Orange Unified School district (OUSD), and OCDE Information Technology (IT) executives
- Executives for the Orange County CA Leadership Alliance

The OCGJ distributed an online survey (see Appendix A) to Orange County public K-12 superintendents. Excluded from this survey were charter schools, online schools, and private schools.

The OCGJ researched articles and websites noted in the Bibliography of this report.

INVESTIGATION AND ANALYSIS
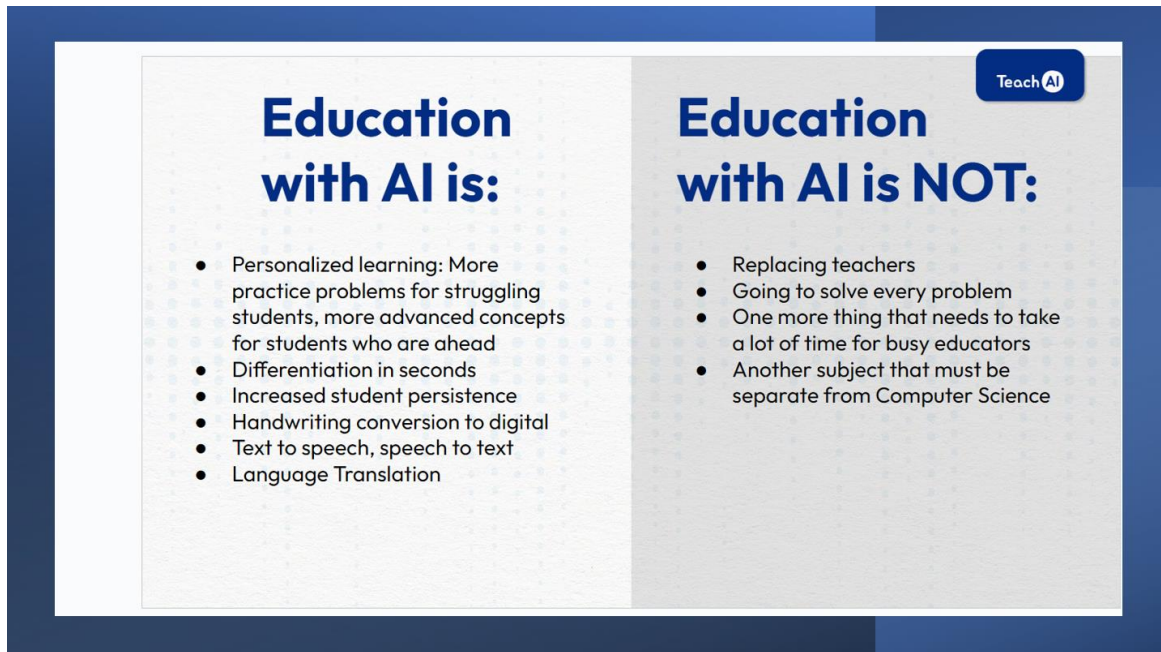
What is AI and how does it work in education?

Figure 3. Infographic describing what AI is and is not in education. *Presentation: AI Guidance for Schools Toolkit*, TeachAI, accessed March 2024, https://www.teachai.org/toolkit-presentation.

AI is now an integral part of our daily lives, from virtual assistants to recommendation algorithms that determine the content on social media feeds. At its core, AI refers to computer systems designed to perform tasks that typically require human intelligence, such as understanding natural language, recognizing patterns, making decisions, and learning from data. AI systems are able to ingest large amounts of data, in multiple forms, such as text, images, or numbers, resulting in useful data and learned information for the user.

Today, it is essential that both educators and students demystify this technology and grasp how it produces output. An increased knowledge about AI improves safety and efficacy when utilizing AI systems and supports understanding of potential inaccuracies and biases that may exist in its outputs.

Skills in the workplace of the future will call for knowledge of artificial intelligence and machine learning, cloud computing, project management, and social media. A report by the World Economic Forum in 2023 indicates that 1.1 billion jobs are likely to be impacted by technology, including AI (Katsoudas 2024).

The OCGJ, after extensive research and discussion with Orange County superintendents, determined that in our current technology-driven world, our schools

and districts are not aligned when it comes to policies or guardrails surrounding the use of AI.

The OCGJ sent a survey to all K-12 school superintendents in 28 Orange County school districts (see fig. 4); 22 responses were received. The results clearly demonstrated that the use of AI in the classroom is a known entity, however handled differently amongst the school districts (Appendix A).

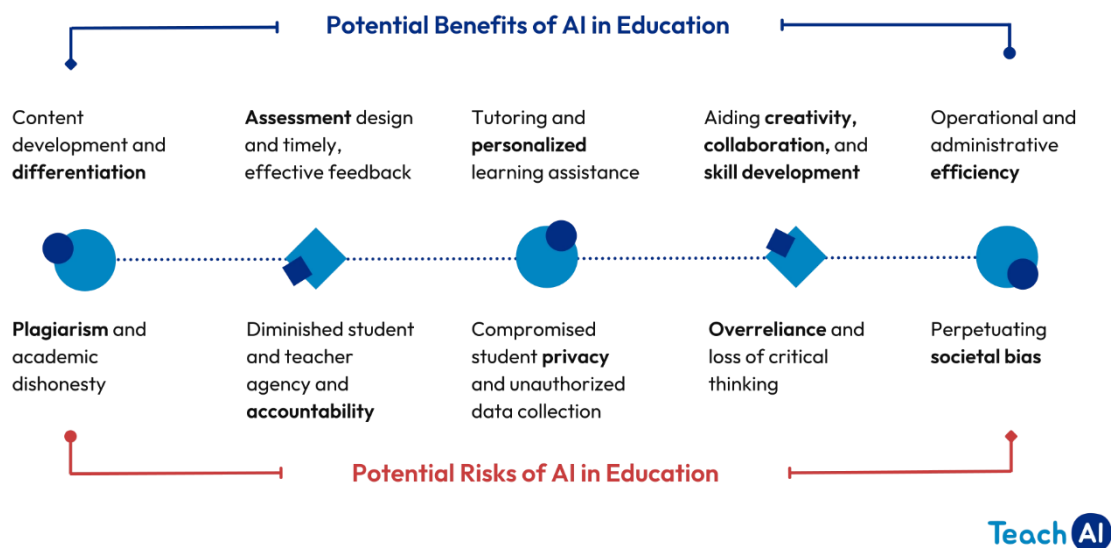Figure 4. Map of Orange County School districts. *Map of Orange County, CA school districts*, Ron For Homes, accessed March 2024, http://www.ronforhomes.com/images/orangecountyschooldistricts.jpg.

Benefits and Risks of Using AI

Figure 5. Potential risks and benefits of AI in education. TeachAI, accessed March 2024, https://www.teachai.org/toolkit.

In reviewing the OCGJ AI Survey results, along with speaking to local education professionals, such as classroom teachers, IT experts, school superintendents, and local AI think-tank leaders, the OCGJ gleaned important information about how AI profoundly impacts educators and students alike. The following is reflective of those conversations and survey results.

Teachers and Educators:

- **Time and Efficiency and Administrative Tasks Automation**
  - AI can **automate routing administrative tasks,** such as grading assignments, managing attendance, and organizing schedules. This frees up teachers' time, allowing them to focus more on **building relationships with students** and fostering learning and development
- **Personalized Learning**
  - AI tools can **customize learning experiences** for individual students by analyzing student data, AI can recommend personalized resources, adapt content, and provide targeted interventions
  - Teachers can use AI to **identify students' strengths**, weaknesses, and learning styles, tailoring their teaching methods accordingly

- **Enhanced Teaching Practices**
  - AI can provide **real-time insights** into student performance, helping teachers identify struggling students early and intervene effectively
  - Teachers can use AI-powered platforms to create **adaptive lesson plans**, adjusting content based on student progress and needs

> *AI can assist in making education more equitable and accessible.*

- **Support for Inclusive Education**
  - AI can assist in making education more **equitable and accessible.** For example, it can provide **speech-to-text** or **text-to-speech** capabilities for students with some learning disabilities
  - Teachers can leverage AI to create **multilingual resources** and support diverse student populations
- **Professional Development**
  - AI can offer **personalized professional development** for teachers. It can recommend relevant courses, workshops, and resources based on their specific needs
  - Teachers can stay updated on the latest educational research and trends through AI-driven platforms
- **Data-Driven Decision Making**
  - AI helps teachers analyze large amounts of data, enabling them to make informed decisions about **curriculum design, classroom management, and student support**
  - Teachers can track student progress, identify learning gaps, and adjust their teaching strategies accordingly
- **Reduced Workload and Burnout Prevention**
  - By automating repetitive tasks, AI reduces teacher workload and may help to prevent burnout
  - Teachers can focus on **creative lesson planning, individualized instruction,** and **mentoring students**

Students:

> ### *AI facilitates student access to high-quality educational resources.*

- Students may benefit enormously from the use of AI in the school system because it will enable their **education to be personalized**. Teachers may tailor an educational program for each student based on their unique needs, learning styles, and abilities
- AI may help students identify their own strengths as well as the areas they need to focus on for improvement. It can also motivate **students to take ownership** of their learning, resulting in even greater accomplishments
- AI may have a positive impact on students' learning experience by fostering a deeper connection between students and their coursework. It might **ignite their curiosity and passion for learning.** It could also promote more classroom participation and interaction which could lead to more meaningful discussions and the retention of material
- AI will **improve interaction between the teacher and the student.** Technology, whether it is AI or other forms, will never be able to replace the value gained by the student as a result of a relationship with a teacher who cares about them and their educational progress at a human level
- AI will help those students who get stuck on a difficult assignment by giving them **immediate assistance**, both in and outside the classroom, to help them overcome the issue. By asking AI specific questions related to their assignment the student has an avenue to work through problems and obstacles in the writing process
- AI helps the **student become more independent** regarding the learning process instead of waiting for a teacher to make themselves available to assist them
- With the help of AI powered virtual and augmented reality tools **students may be able to understand complex concepts** and symbolism used in books they are reading and having to do a book report on which will bring learning to life and make learning more exciting and engaging

Major Concerns Regarding AI

- With the use of AI in the classroom, **ethics** are a primary consideration. Educational institutions must ensure the protection of students' personal data and they must safeguard every student from the use of AI by students to create inappropriate content affecting other students

- With the emergence of AI in schools there is a **perception that some jobs will be eliminated** as a result of automation of administrative tasks. But there will also be new jobs created as a result of the new technology. Many of the jobs that will be created will be high-paying technical jobs needed to implement and maintain AI systems into the schools (U.S. Department of Education, Office of Educational Technology 2023)

- Manipulation of online media and news using **AI can create fake news** by creating realistic photos, videos, audio clips or by replacing the image of one figure with that of another in an existing picture or video

- Students may **become too dependent** on the use of AI and may lose the ability to solve problems creatively which could affect the development of the students' critical thinking and their ability to learn from their mistakes

- Students who **rely heavily on AI, believing that AI's answers are always correct and accurate,** will find that AI can have a negative impact on their learning experience. The students must understand that AI is a tool that uses algorithms to process collected data to generate answers. Those answers will only be as good as the data collected and sometimes those answers will be incorrect

- In the past, students were required to memorize historical dates, authors, formulas, equations, and other vital information. With use of AI tools, students may rely less on memorization of information because of the easy access to data via AI and the internet. For this reason, students may lose the ability to memorize information because of "**collective forgetting**" (the process by which groups or societies gradually lose attention or memory of certain cultural pieces or events over time)

> *"Becoming too dependent on a tool without accessing higher order thinking skills…"*
> *-concern expressed by school district COO*

- With the launch of AI, there is a great deal of concern from educators regarding students **cheating** on their assignments by using AI to perform homework and other tasks they are expected to do themselves. This, of course, is a problem
- AI is a tool that can be used **ethically or unethically.** It is important that schools address ethical and unethical use of the tool, so students understand the difference. For example, unauthorized use of AI to complete school assignments is unethical, but authorized use of AI to assist in researching an assignment is ethical. The unauthorized use of AI during an online test (in the absence of proctors) would also be unethical. The same is true of using AI to plagiarize others' content
- Schools will need to choose **AI platforms** that best assist and guide the students while helping them perform their assignments
- The **potential cost** to implement AI in education may be cost-prohibitive. Procurement of new hardware and software needed to run AI along with the necessary infrastructure may be an expensive undertaking for some school districts. AI implementation will also include the cost to maintain the hardware and the software, updates, repairs, and the training of administrators and teachers to ensure the systems are properly operated and maintained
- **Improper use of AI** to generate images by students that are outside of acceptable boundaries of behavior (Fry, 2024)

COMMENDATIONS

The following organizations and agencies are commended for contributing to the 2023-2024 Grand Jury's goal of better understanding the use of AI in public schools:

- CEO Alliance of Orange County
- Santa Ana Unified School District
- Superintendents/delegates who responded to the OCGJ Survey
- Orange Unified School District, Department of Information Technology
- Orange County Department of Education
- Orange County Board of Education

FINDINGS

In accordance with California Penal Code Sections 933 and 933.05, the 2023-2024 Grand Jury requires (or, as noted requests) responses from each agency affected by the findings presented in this section. The responses are to be submitted to the Presiding Judge of the Superior Court.

Based on its investigation titled "Use of Artificial Intelligence in Public Schools (K-12)," the 2023-2024 Orange County Grand Jury has arrived at three principal findings, as follows:

F1.   Orange County's K-12 public schools have implemented policies and/or guidelines around the use of different AI platforms in varying and inconsistent ways. Some prohibit AI's use; others allow it; and some don't have policies or guidelines governing AI at all.

F2.   Superintendents provide varying levels of support in implementing AI policies and/or guidelines in their respective school districts.

F3.   There are many resources to guide educators in using AI. Several are available at the local level through the Orange County Department of Education, Orange County Board of Education, CEO Leadership Alliance Orange County, and Orange Unified School District Technology Department, to name a few. However, utilization and even awareness of the availability of such resources is highly variable across school districts.

RECOMMENDATIONS

In accordance with California Penal Code Sections 933 and 933.05, the 2023-2024 Grand Jury requires responses from each agency affected by the recommendations presented in this section. The responses are to be submitted to the Presiding Judge of the Superior Court.

Based on its investigation described herein, the 2023-2024 Orange County Grand Jury makes the following recommendations. By June 30, 2025:

R1.   Orange County's K-12 schools should implement policies and guidelines regarding the appropriate use of AI. These may be provided at the district level or within individual schools through the adoption of an Acceptable Use Policy, Code of Ethics, or other written directives addressing the use of AI.

R2.   Superintendents should ensure that their schools have policies that cover, at a minimum: the scope, guiding principles, and training regarding the responsible use of AI tools by students and teachers; any prohibited uses or special considerations regarding AI tools; and related security, privacy, and safety considerations.

R3.   K-12 students should be trained on the appropriate use of AI.

R4.   K-12 teachers should be trained on the appropriate use of AI.

R5.   Schools and educators should be encouraged to collaborate with the various available AI consortiums and think tanks, such as OCDE and CLAOC, to effectively implement AI and establish basic tenets for its use.

RESPONSES

The following excerpts from the California Penal Code provide the requirements for public agencies to respond to the Findings and Recommendations of this Grand Jury report:

Section 933:

(c) No later than 90 days after the grand jury submits a final report on the operations of any public agency subject to its reviewing authority, the governing body of the public agency shall comment to the presiding judge of the superior court on the findings and recommendations pertaining to matters under the control of the governing body, and every elected county officer or agency head for which the grand jury has responsibility pursuant to Section 914.1 shall comment within 60 days to the presiding judge of the superior court, with an information copy sent to the board of supervisors, on the findings and recommendations pertaining to matters under the control of that county officer or agency head and any agency or agencies which that officer or agency head supervises or controls. In any city and county, the mayor shall also comment on the findings and recommendations. All of these comments and reports shall forthwith be submitted to the presiding judge of the superior court who impaneled the grand jury. A copy of all responses to grand jury reports shall be placed on file with the clerk of the public agency and the office of the county clerk, or the mayor when applicable, and shall remain on file in those offices. One copy shall be placed on file with the applicable grand jury final report by, and in the control of the currently impaneled grand jury, where it shall be maintained for a minimum of five years.

Section 933.05:

(a) For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall indicate one of the following:

(1) The respondent agrees with the finding.

(2) The respondent disagrees wholly or partially with the finding; in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.

(b) For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

(1) The recommendation has been implemented, with a summary regarding the implemented action.

(2) The recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation.

(3) The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.

(4) The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation

REQUIRED RESPONSES

Comments to the Presiding Judge of the Superior Court in compliance with Penal Code Section 933.05 are required from the governing bodies of:

Findings- 90 Day Response Required

Anaheim Elementary School District	F1, F2, F3
Anaheim Unified High School District	F1, F2, F3
Brea-Olinda Unified School District	F1, F2, F3
Buena Park Elementary School District	F1, F2, F3
Capistrano Unified School District	F1, F2, F3
Centralia Elementary School District	F1, F2, F3
Cypress Elementary School District	F1, F2, F3
Fountain Valley School District	F1, F2, F3
Fullerton School District	F1, F2, F3
Fullerton Joint Union High School District	F1, F2, F3
Garden Grove Unified School District	F1, F2, F3

Huntington Beach City School District	F1, F2, F3
Huntington Beach Union High School District	F1, F2, F3
Irvine Unified School District	F1, F2, F3
Laguna Beach Unified School District	F1, F2, F3
La Habra City School District	F1, F2, F3
Los Alamitos Unified School District	F1, F2, F3
Lowell Joint School District	F1, F2, F3
Magnolia School District	F1, F2, F3
Newport-Mesa Unified School District	F1, F2, F3
Ocean View School District	F1, F2, F3
Orange Unified School District	F1, F2, F3
Placentia-Yorba Linda Unified School District	F1, F2, F3
Saddleback Valley Unified School District	F1, F2, F3
Santa Ana Unified School District	F1, F2, F3
Savanna School District	F1, F2, F3
Tustin Unified School District	F1, F2, F3
Westminster School District	F1, F2, F3

Recommendations- 90 Day Response Required

Anaheim Elementary School District	R1, R2, R3, R4, R5
Anaheim Union High School District	R1, R2, R3, R4, R5
Brea-Olinda Unified School District	R1, R2, R3, R4, R5
Buena Park Elementary School District	R1, R2, R3, R4, R5
Capistrano Unified School District	R1, R2, R3, R4, R5
Centralia Elementary School District	R1, R2, R3, R4, R5
Cypress Elementary School District	R1, R2, R3, R4, R5
Fountain Valley School District	R1, R2, R3, R4, R5

Fullerton School District	R1, R2, R3, R4, R5
Fullerton Joint Union High School District	R1, R2, R3, R4, R5
Garden Grove Unified School District	R1, R2, R3, R4, R5
Huntington Beach City School District	R1, R2, R3, R4, R5
Huntington Beach Union High School District	R1, R2, R3, R4, R5
Irvine Unified School District	R1, R2, R3, R4, R5
Laguna Beach Unified School District	R1, R2, R3, R4, R5
La Habra City School District	R1, R2, R3, R4, R5
Los Alamitos Unified School District	R1, R2, R3, R4, R5
Lowell Joint School District	R1, R2, R3, R4, R5
Magnolia School District	R1, R2, R3, R4, R5
Newport-Mesa Unified School District	R1, R2, R3, R4, R5
Ocean View School District	R1, R2, R3, R4, R5
Orange Unified School District	R1, R2, R3, R4, R5
Placentia-Yorba Linda Unified School District	R1, R2, R3, R4, R5
Saddleback Valley Unified School District	R1, R2, R3, R4, R5
Santa Ana Unified School District	R1, R2, R3, R4, R5
Savanna School District	R1, R2, R3, R4, R5
Tustin Unified School District	R1, R2, R3, R4, R5
Westminster School District	R1, R2, R3, R4, R5

Findings- 90 Day Response Required

Orange County Board of Education	F1, F2, F3

Recommendations- 90 Day Response Required

Orange County Board of Education	R1, R2, R3, R4, R5

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GLOSSARY

AI- Artificial Intelligence

Chatbot- a computer program that simulates human conversation with an end user

Chat GPT- a natural language processing chatbot that allows you to have human-like conversations to complete various tasks

CLAOC- CEO Leadership Alliance of Orange County

Collective Forgetting- the process by which groups or societies gradually lose attention or memory of certain cultural pieces or events over time

Deepfakes- synthetic media that have been digitally manipulated to convincingly replace one person's likeness with that of another

OCDE- Orange County Department of Education

OCGJ- Orange County Grand Jury

OUSD- Orange Unified School District

Think Tank- A group of people whose profession is to read, write, research and discuss current events and topics that are of interest to the community

APPENDIX A

## 2023-2024 Orange County Grand Jury

Artificial Intelligence Survey

For K-12 Public Schools

A survey was sent to Orange County K-12 public school district superintendents. Of the 28 districts surveyed, the Orange County Grand Jury received 22 responses. Excluded from this survey were charter, online, and private schools. A sampling of the survey results follows.

Do any of the schools in your district utilize Artificial Intelligence (AI) in the classroom?

●	Yes	11
●	No	8
●	Unknown	3
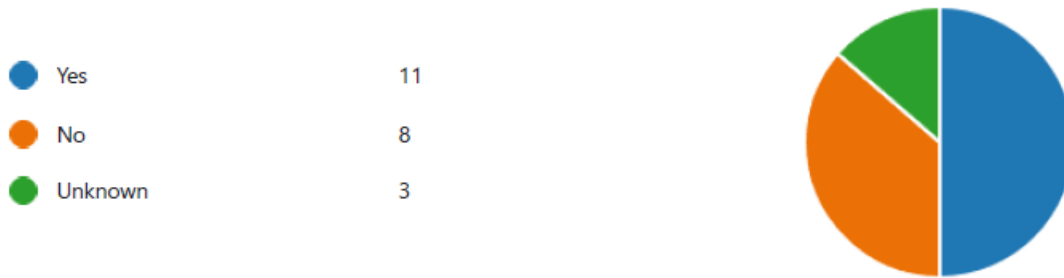
Please indicate the grade level(s) utilizing AI in the classroom in your school district (select all that apply)
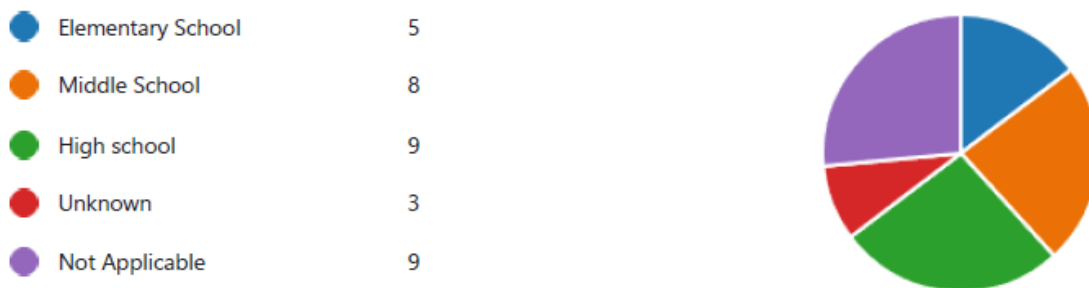
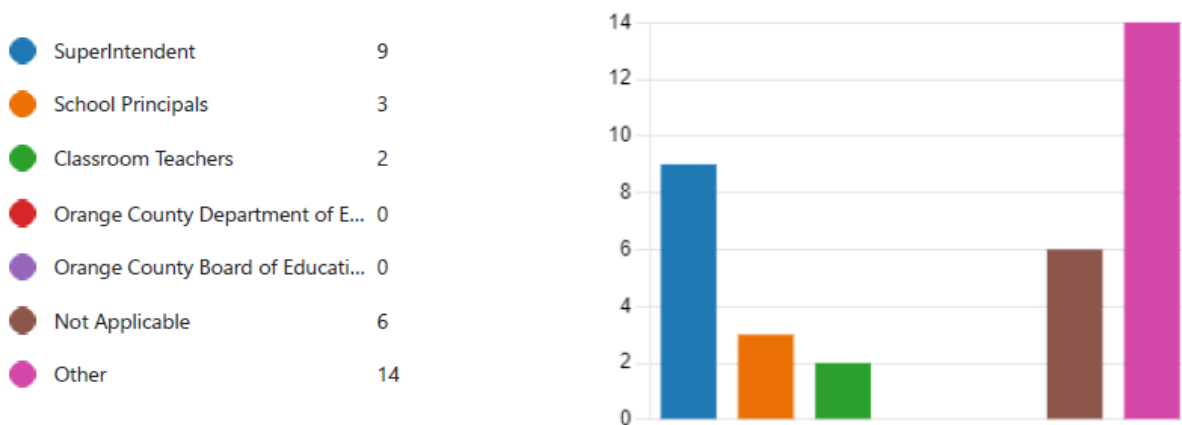|		
●	Elementary School	5
●	Middle School	8
●	High school	9
●	Unknown	3
●	Not Applicable	9

Does your school district have an overarching policy in place that applies to all schools and addresses the use of AI in the classroom?

🔵	Yes	3
🟠	No	19
🟢	Unknown	0

If your district has a policy in place regarding the use of AI, please specify your policy and where one might access it (for example, Acceptable Use Policy, Code of Ethics and Conduct, etc.)

Responses were mixed. Only 10 School Districts responded to this question. 6 respondents said that they either do not have a policy or are working on one; the other 4 stating that AI is addressed in their current policies (Acceptable Use Policy, Student Technology Contract, etc.).

In your school district, if you are utilizing AI, who is responsible for determining the guidelines and/or policies surrounding the use of AI in the classroom?

|		
🔵	SuperIntendent	9
🟠	School Principals	3
🟢	Classroom Teachers	2
🔴	Orange County Department of E...	0
🟣	Orange County Board of Educati...	0
🟤	Not Applicable	6
🟣	Other	14

If your district is utilizing AI, are schools/principals able to implement their own guidelines/policies on the use of AI?

🔵 Yes	3
🟠 No	7
🟢 Unknown	3
🔴 Not Applicable	9
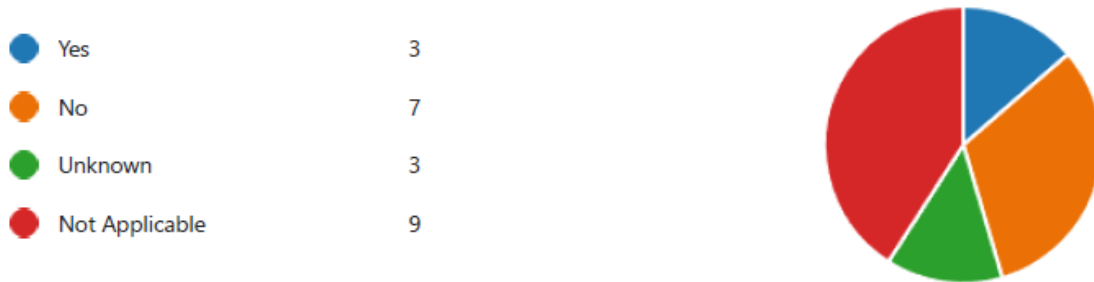
If your district is utilizing AI, are school principals able to utilize any available AI platform (such as ChatGPT) in the classroom?

🔵 Yes	6
🟠 No	4
🟢 Unknown	3
🔴 Not Applicable	8

If your district is utilizing AI, are schoolteachers able to decide what AI platform is to be used in his/her classroom?
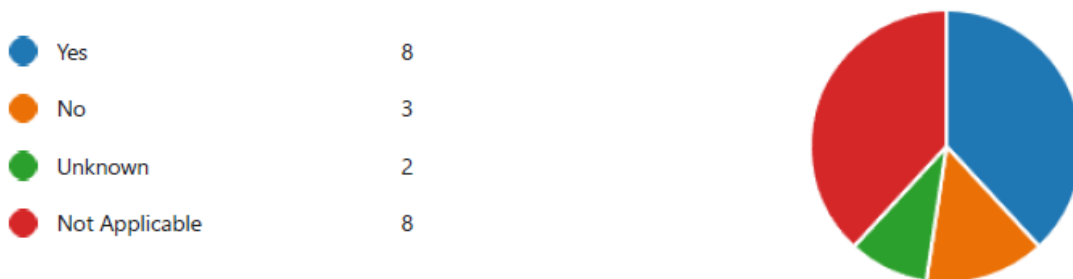
🔵 Yes	8
🟠 No	3
🟢 Unknown	2
🔴 Not Applicable	8

If your district is utilizing AI, are the students trained on the appropriate use of AI?

🔵 Yes	6	
🟠 No	4	
🟢 Unknown	3	
🔴 Not Applicable	9	

If your district is utilizing AI, are the teachers trained on the appropriate use of AI?

🔵 Yes	9	
🟠 No	2	
🟢 Unknown	3	
🔴 No Applicable	7	

In a few words what do you see as the benefits and or negatives of using AI in the classroom?

"Recently, OCDE brought back the OC Ed Tech Network. In conjunction with the work of OC AI Forward, we are working collaboratively on creating guidelines/policies around AI that we can then take back to our districts and customize."

"Our district is at the beginning stages of inquiry around AI. We intend to bring together a team of educators to determine next steps for our district."

"We are supportive of innovation in classroom instruction. Our principals and teachers have considerable discretion to implement classroom tools, including AI when District guidelines are followed, including policies related to student data privacy, academic honesty, and online safety. [The District] has established criteria for vetting potential technologies for classroom use (including AI). Site leaders and teachers may choose from approved technologies and

"We are in the process of determining where AI will fit within the District. We will work with our Governing Board as we progress through understanding AI."

"We are working to collaborate with our IT department to align vision, access to platforms, etc. We are currently attending the OCDE AI trainings and learning about enterprise opportunities and learning from other Orange County districts."

"We are in the beginning stages of developing a district-wide AI policy. We've recently established a Superintendent's Advisory Council, composed of district stakeholders, to identify which platforms are currently being used, how they are being used, and what staff's concerns and hopes are as this technology evolves over time."

"AI is not going away; it's the present and the future. Students need to learn ethical use of the

implement them in a way that best meets the needs of students."

"Key concerns include potential data privacy issues, as AI systems require access to student information. There is also the risk of technology exacerbating educational inequalities, particularly for students in under-resourced areas who may have limited access to AI tools. Additionally, over-reliance on technology could impact the development of critical thinking and interpersonal skills. It's crucial to address these challenges to ensure equitable and effective use of AI in our classrooms"

tool in order to compete academically and professionally."

"Students can engage with more content effectively and spend more time on higher levels of depths of knowledge (strategic thinking, extended thinking). Media literacy is a skill that is more important than ever before and tools like generative AI that require the use of this skill are not slowing down or going away. Students should be involved in structured discussions and debates around what AI is, what it does well and what it doesn't do so well so they can become critical thinkers in this space."