



**House Education Committee- Informational Meeting- Artificial Intelligence
April 21, 2026, at 1:00pm, Pittsburgh School District**

1:00pm Call to Order
Committee Member Introductions
Opening Remarks- Chairman Schweyer

1:10pm Panel 1- National Perspective

Ms. Annie Gianni, State Relations Strategist *
Education Commission of the States

Ms. Katja Krieger, Policy Analyst *
Education Commission of the States

1:45pm Panel 2- Technology Perspective

Ms. Robin Vitucci, Associate Director
National Academy for AI

Ms. Krista Damelio, Director of State Government Affairs *
Code.org

2:20pm Panel 3- School Perspective

Mr. Mark Stuckey, Chief Technology Officer
Pittsburgh Public Schools

Ms. Melissa Costantino-Poruben, 6th Grade Math Educator
Avonworth School District

Dr. Mark Holtzman, Superintendent
Hempfield Area School District.

2:50pm Closing Remarks/Adjournment

Written Testimony:

Mr. James Scheirer, Chief Innovation Officer
PA School Boards Association

Dr. Sherri Smith, Executive Director
PA Association of School Administrators

All times are approximate and include time for questions. Live streamed at www.pahouse.com/live

**Virtual*



Testimony to the Pennsylvania House Education Committee

The rapid growth of AI and recent federal policy actions have led state legislators to develop policies and guidelines related to the integration and responsible use of these technologies in schools. In January 2025, the President signed [Executive Order 14179](#), which aimed to remove barriers to American leadership in AI by requiring several officials and agencies to coordinate to develop a national [AI action plan](#). In December 2025, the President signed [Executive Order 14365](#), which aims to restrict states from enacting AI laws that are not aligned with the White House's policy to sustain and enhance the United States' global AI dominance. The order creates a task force to challenge such laws and encourages federal agencies to assess whether they may condition their grants on states not enacting such laws. In addition, the order requires the development of a national policy framework for AI.

In general, Education Commission of the States (ECS) has observed that state policy either 1) directs the state education agency (SEA) to develop a model policy or guidance on the use of AI, which in turn can be used by local education agencies (LEA) to inform their own local policies or 2) directs LEAs to develop and adopt an AI policy. Ultimately, states have enacted policies around AI standards and guidelines for integration in K-12 education, requirements for district AI policy adoption, and funding for AI-driven classroom initiatives.

Below, we review recent state action on AI use in K-12, provide a list of state agency guidance for AI in educational settings, and provide a list of states with current or former task forces or commissions on AI. While not all of these commissions and task forces are focused solely on the use of AI in education, they do consider educational contexts to some extent. The Southern Regional Education Board's (SREB) [resources](#) capture the current landscape of policies and practices in member states, and their AI Commission published a set of nine [recommendations](#) aimed at guiding states, schools, and higher education institutions in the adoption of AI.

Policies Related to AI in K-12 Education

Many of the policies and guidelines related to AI's use in K-12 education stem from more overarching policies applicable to all state agencies. These policies cover a wide range of topics related to AI, including state and local AI policy adoption, allowable uses of AI in education, data privacy protections, and AI literacy instruction, among other efforts.

State and Local Policy Adoption Requirements

Enacted legislation and governors' executive orders in several states have required the development of statewide guidelines or model policies relating to AI in education. Some states have also required that local school districts develop and/or adopt policies regarding AI use in educational settings.

- **Arkansas H.B. 1958** (2025): Requires public entities, including public school districts, open-enrollment charter schools, and postsecondary institutions, to establish policies for the authorized use of AI and

automated decision tools. Policies must define authorized uses and require an authorized human employee to make any final decisions.

- **Illinois [S.B. 1920](#)** (2025): Requires the state board of education to develop and publish guidance for school districts and educators on the use of AI in elementary and secondary education by July 1, 2026.
- **Ohio [H.B. 96](#)** (2025): Requires the department to develop a model policy on AI. Requires school districts and community colleges to adopt a policy on AI.
- **Tennessee [H.B. 1630](#) / [S.B. 1711](#)** (2024): Requires the governing body of each public institution of higher education, LEAs, and public charter school to adopt a policy regarding the use of AI by students, faculty, and staff for instructional and assignment purposes. Requires the board of each LEA and public charter school to report to the department of education such adopted policies and methods of enforcement for the upcoming school year. See [here](#) for media coverage on implementation.
- **Virginia [Executive Order 30](#)** (2024): Enacts [AI Policy Standards](#) and [Guidelines for AI Integration throughout Education](#) which include guiding principles, strategies for success, and roles/responsibilities, as key components for guidelines for AI integration through education.

Allowable or Prohibited Uses of AI in Education

Many state policies address specific uses of AI technologies within school environments or by students, education employees, or state agencies (including education agencies).

- **Nevada [A.B. 406](#)** (2025): Prohibits a public school from using AI to perform the functions and duties of a school counselor, school psychologist, or school social worker which relate to the mental health of students. Requires the state department of education to develop a policy for the use of AI by such school employees while providing therapy, counseling, or other mental or behavioral health services to students.
- **New York [S.B. 8831](#)** (2026): Requires a school district, board of cooperative educational services, county vocational education and extension board, district corporation, the state university of New York, the city university of New York, or a community college to disclose on its website any use of an automated employment decision-making tool by December 30, 2026. Clarifies that existing prohibitions on the use of AI systems to affect employees' rights under a collective bargaining agreement or result in the loss or transfer of an employee's duties to an AI system apply to the entities listed above. Specifies that these provisions will expire and be deemed repealed July 1, 2028.
- **Utah [H.B. 44](#)** (2026): Allows a local education agency to establish a policy permitting a student to use AI glasses to respond to safety threats, for a special education accommodation, or to address a medical necessity.
- **Virginia [Executive Order 46](#)** (2025): Prohibits any employee of a state agency from downloading or using the DeepSeek AI application on state-owned or leased equipment, or through a state-owned, -operated, or -maintained wireless network.

Data Security and Privacy

The Consortium for School Networking (CoSN) [State and Federal Cybersecurity Policy and Education Report](#) highlights that lawmakers in 42 states proposed 258 cybersecurity-related bills, with 29 becoming law in 2024. The report underscores increasing awareness of the integration of AI and cybersecurity challenges facing K-12 schools and recommends policymakers mitigate risks through regular assessments of AI's cybersecurity implications, the integration of AI in cybersecurity monitoring, the development of AI security standards, cross-sector collaboration on emerging threats, and regular policy updates to keep pace with evolving technologies.

- **Indiana [S.B. 150](#)** (2024): Establishes an AI taskforce and integrates AI and cybersecurity in education by enabling schools to adopt cybersecurity policies aligned with state guidelines, enact mandatory training, and create technology usage policies. Additionally, it permits state agencies to submit an inventory of AI

technologies in use or under consideration and clarifies state and local government ownership of records. Beginning in 2027, institutions connecting to state technology infrastructure must complete cybersecurity assessments every three years and ensure ongoing compliance with state standards.

- **Rhode Island Executive Order 24-06** (2024): Establishes an AI Center of Excellence, charged with creating policies related to AI use and security. Creates a Chief Data Officer role, responsible for data operations, data quality and standards. The EO provides for the creation of a statewide data platform that will make it easier to access and use data and leverage best practices from existing data systems.

AI-Generated Deepfakes

At least **43 states** have passed legislation addressing the creation and/or distribution of nonconsensual sexually explicit deepfakes, with at least 28 explicitly prohibiting the creation of AI-generated child sexual abuse material. In addition, some states have incorporated the distribution of AI-generated deepfakes into their definitions of cyberbullying or sexual misconduct.

- **Illinois H.B. 3851** (2025): Expands the definition of “cyber-bullying” to include the posting or distribution of an unauthorized digital replica if said posting or distribution places a student in reasonable fear of harm, causes a substantially detrimental effect on a student’s physical or mental health, or substantially interferes with a student’s academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.
- **Minnesota H.F. 4024** (2024): Establishes a statutory definition of campus sexual misconduct that include nonconsensual dissemination of a deepfake depicting intimate parts or sexual acts. All public postsecondary institutions and private postsecondary institutions that offer in-person courses on a campus located in the state are required to adopt a policy on sexual misconduct.

Curriculum and Professional Development

In addition to specifying allowable uses of AI or requiring the adoption of AI usage policies, some states have attempted to ensure that students and teachers are equipped to responsibly and ethically use AI technologies by requiring certain AI literacy instruction and professional development opportunities.

- The **New Jersey** Department of Education launched **two grant programs** to encourage the use of AI in instruction, funded by \$1.5 million in Gov. Murphy’s budget. The “Artificial Intelligence Innovation in Education Grant” will fund AI-driven classroom initiatives in 10 school districts, while the “Expanding Career Pathways in Artificial Intelligence Grant” will help two vocational school districts to create, develop and publish an AI and robotics curriculum.
- **Texas H.B. 3512** (2025): Among other things, mandates AI training for certain school district employees, aligning it with existing cybersecurity training requirements. The Texas Department of Information Resources will certify AI training programs, ensuring they cover AI literacy, best practices, and responsible deployment.
- **Utah H.B. 273** (2026): Among other provisions, requires the state board of education to adopt computer science standards and objectives, and include AI standards in core computer science standards.
- **Virginia H.B. 171** (2026): Existing law requires a school division’s acceptable use policy for the internet to include a component on internet safety for students. This bill requires that the instructional program includes instruction on key modern digital safety topics, including online scams, misinformation, and AI-generated content.

Other Relevant Policies

The examples below highlight additional policy approaches states have taken to addressing AI in education, including policies requiring research on the impacts of AI, setting procurement standards, or addressing multiple AI-related concerns at once.

- The **Florida K-12 AI Education Task Force** is a statewide grassroots initiative led by the CS Everyone center at the University of Florida, which provides guidance regarding AI in Florida schools. While the task force and its guidance are not officially supported by the state, the task force is currently requesting an appropriation to the University of Florida for its coordination.
- **Idaho S.B. 1227** (2026): Requires the department of education to develop a statewide framework for generative AI in education, and requires each district and charter school to adopt a policy governing its use. Requires the department of education to recommend AI literacy standards, assessment guidelines, and a professional development plan. Requires that procurement of any generative AI-related tools and applications complies with state and federal data privacy laws, and allows the department of education to establish a list of approved tools or model procurement guidelines.
- **Nebraska L.B. 1284** (2024): Establishes the Dyslexia Research Grant Program. Funds are to be used for the purpose of researching the use of AI -based writing assistance by individuals with dyslexia.
- **Virginia H.B. 1186 / S.B. 394** (2026): Requires the department of education to compile information on current uses of AI for student instruction, and establish and post on its website guidance for safe, ethical, and equitable use of AI in instructional settings. Requires each school board to establish, implement, and enforce policies consistent with this guidance. Requires the department of education to establish and oversee the AIS Innovation in Education Pilot Program to evaluate and scale safe and innovative uses of AI systems in schools.

Task Forces and Commissions on AI

ECS has identified that at least 33 states and Washington, D.C. have current or former task forces or commissions related to AI in education. Twenty-six of these task forces or commissions have published reports containing guidelines and recommendations related to AI, many of which include a focus on AI literacy, educator training, ethical uses of AI, equitable access to AI tools, and partnerships between K-12 systems, higher education, industry, and state agencies in supporting AI initiatives. Several task forces have been decommissioned after publishing their required report, while others remain ongoing.

State	Task Force/Commission	Reports
Alabama	<u>Governor’s Task Force on Generative Artificial Intelligence</u> (2024)	<u>GenAI Task Force Final Report</u> (November 2024)
Arizona	<u>AI Steering Committee</u>	
Arkansas	<u>AI & Analytics Center of Excellence</u> (Terminated June 27, 2025)	<u>AI Working Group Initial Report</u> (February 2025)
California	<u>Artificial Intelligence in Education Workgroup</u>	
Colorado	<u>Artificial Intelligence Impact Task Force</u> <u>Governor’s AI Policy Workgroup</u>	<u>Report and Recommendations</u> (February 2025) <u>Proposed AI Policy Framework</u> (March 2026)
Connecticut	<u>Connecticut Artificial Intelligence Working Group</u> (Terminated after publishing report)	<u>Connecticut Artificial Intelligence Working Group Report</u> (February 2024)
Delaware	<u>Delaware AI Commission</u>	<u>Annual Report</u> (2024) <u>Annual Report</u> (2025)
District of Columbia	<u>Advisory Group on AI Values Alignment</u> (Terminates December 31, 2026) <u>AI Taskforce</u> (Terminates December 31, 2026)	
Georgia	<u>Senate Study Committee on Artificial Intelligence</u> (2024)	<u>Senate Study Committee on AI Final Report</u> (December 2024)

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	<u>Senate Study Committee on Artificial Intelligence and Digital Currency (2025)</u> <u>Senate Impact of Social Media and Artificial Intelligence on Children and Platform Privacy Protection Study Committee (2025)</u>	<u>Final Report of the Senate Impact of Social Media and AI on Children and Platform Privacy Protection Study Committee (2025)</u>
Idaho	<u>2024 Artificial Intelligence Working Group</u> <u>2025 Artificial Intelligence Working Group</u>	
Illinois	<u>Generative AI and Natural Language Processing Task Force</u>	<u>Report of the Generative AI and Natural Language Processing Task Force (December 2024)</u>
Indiana	<u>Artificial Intelligence Task Force (Terminated after publishing report)</u>	<u>Artificial Intelligence Task Force: Final Report (October 2024)</u>
Kansas	<u>Kansas Legislative Artificial Intelligence Taskforce</u>	
Kentucky	Artificial Intelligence Task Force: Established by the Legislative Research Commission, terminated after publishing report	<u>Artificial Intelligence Task Force Findings & Recommendations (November 2024)</u>
Louisiana	<u>Louisiana Board of Elementary and Secondary Education Artificial Intelligence Committee</u>	
Maine	<u>Maine Artificial Intelligence Task Force</u>	<u>Maine Artificial Intelligence Task Force Report (October 2025)</u>
Maryland	<u>Governor’s Artificial Intelligence Subcabinet Workgroup on Artificial Intelligence Implementation</u>	<u>2025 Maryland AI Enablement Strategy & AI Study Roadmap (January 2025)</u> <u>Report on the Sufficiency of the Governor’s Artificial Intelligence Subcabinet and Evaluation of Potential Transition (December 2025)</u>
Massachusetts	<u>AI Strategic Task Force</u>	<u>Massachusetts AI Strategic Task Force 2024 Report to the Governor (December 2024)</u>
Mississippi	<u>AI Regulation (AIR) Task Force</u>	
New Jersey	<u>Artificial Intelligence Task Force</u>	<u>Report to the Governor on Artificial Intelligence (November 2024)</u>
New Mexico	<u>Artificial Intelligence Work Group</u>	<u>LESC Artificial Intelligence Working Group Report (July 2025)</u>
North Carolina	<u>AI Leadership Council</u>	
Ohio	<u>Ohio’s AI in Education Coalition</u>	<u>Ohio’s AI in Education Coalition: AI Strategy (November 2024)</u>
Oklahoma	<u>Governor’s Task Force on Emerging Technologies</u>	<u>Artificial Intelligence Strategy to Support State Agencies in Oklahoma (December 2023)</u>
Oregon	<u>Joint Task Force on Artificial Intelligence (2023-2024 legislative interim)</u> <u>State Government Artificial Intelligence Advisory Council</u>	<u>Final Report and Recommendations: Joint Task Force on Artificial Intelligence</u> <u>State Government Artificial Intelligence Advisory Council Final Recommended Action Plan (February 2025)</u>

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Rhode Island	<u>State of Rhode Island AI Task Force</u>	
South Dakota	<u>Study Committee on Artificial Intelligence and Regulation of Internet Access by Minors</u> (2024 legislative session)	
Tennessee	<u>Artificial Intelligence Advisory Council</u>	<u>AI Advisory Council Status Report to the General Assembly</u> (May 2025) <u>AI Advisory Council Action Plan</u> (November 2025)
Texas	<u>Artificial Intelligence Advisory Council</u>	
Utah	<u>Pro-Human Artificial Intelligence Task Force</u>	
Vermont	Artificial Intelligence Task Force (Terminated in 2020) <u>Council on Artificial Intelligence</u>	<u>Artificial Intelligence Task Force: Final Report</u> (January 2020) <u>AI Council Report on AI Use & Data Management</u> (January 2024)
Washington	<u>Artificial Intelligence Task Force</u> (includes an <u>Education and Workforce Development Subcommittee</u>)	<u>Inaugural Report of the Washington State Artificial Intelligence Task Force</u> (December 2024) <u>Interim Report of the Washington State Artificial Intelligence Task Force</u> (December 2025)
West Virginia	<u>West Virginia Task Force on Artificial Intelligence</u> <u>Select Committee on Artificial Intelligence</u> (2024 legislative session)	
Wisconsin	<u>Governor’s Task Force on Workforce and Artificial Intelligence</u>	<u>Advisory Action Plan</u> (July 2024)

State Agency Guidance

ECS identified at least 35 states with published state agency guidance pertaining to AI. The guidance documents range from brief overviews to extensive frameworks, and common themes include the importance of a human-centered approach, ethical uses of AI, and issues related to equitable access, AI literacy, and data privacy.

State	Guidance
Alabama	<u>AI Policy Template for Local Education Agencies</u>
Alaska	<u>Artificial Intelligence for K-12: Recommendations and Considerations for Districts</u>
Arizona	<u>Generative Artificial Intelligence in K-12 Education</u>
California	<u>Learning With AI, Learning About AI</u>
Colorado	<u>Roadmap for AI in K-12 Education</u>
Connecticut	<u>Guidance on Artificial Intelligence</u>
Delaware	<u>Generative AI in the Classroom</u> <u>Classroom Management when Integrating Gen. AI</u> <u>Gen. AI in Internet Safety Policies, Acceptable Use Policies, and Codes of Conduct Guidance</u>
Georgia	<u>Leveraging AI in the K-12 Setting</u>
Hawai'i	<u>AI Guidance for Employees</u>

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	<u>AI Guidance for Student Use</u>
Indiana	<u>Artificial Intelligence Guidance</u>
Kentucky	<u>Artificial Intelligence Guidance Brief</u>
Louisiana	<u>Guidance for K-12 Schools</u>
Maine	<u>Maine: The AI Roadmap</u>
Massachusetts	<u>Massachusetts Guidance for Artificial Intelligence in K-12 Education</u>
Michigan	<u>Planning Guide for AI: A Framework for School Districts</u>
Minnesota	<u>Artificial Intelligence in Education</u>
Mississippi	<u>Artificial Intelligence: Guidance for K-12 Classrooms</u>
Missouri	<u>Artificial Intelligence Guidance for Local Education Agencies 1.0</u>
Montana	<u>Montana Artificial Intelligence in K12 Education Guidelines</u>
Nevada	<u>Nevada’s STELLAR Pathway to AI Teaching and Learning: Ethics, Principles, and Guidance</u>
New Jersey	<u>AI Resource Page</u>
New Mexico	<u>AI Guidance for K-12 Education 1.0</u>
North Carolina	<u>North Carolina Gen. AI Implementation Recommendations and Considerations for PK-13 Public Schools</u>
North Dakota	<u>North Dakota K-12 AI Guidance Framework</u>
Ohio	<u>AI Toolkit</u> <u>AI In Education Model Policy</u>
Oklahoma	<u>Guidance and Considerations for Using Artificial Intelligence in Oklahoma K-12 Schools</u>
Oregon	<u>Generative AI in K-12 Classrooms</u>
Rhode Island	<u>Artificial Intelligence (AI) Guidance for Local Education Agencies (LEAs)</u>
Utah	<u>Artificial Intelligence Framework for Utah P-12 Education</u>
Vermont	<u>Vermont AI Guidance for Education 1.0</u>
Virginia	<u>Guidelines for AI Integration throughout Education</u>
Washington	<u>Human-Centered Artificial Intelligence in Schools</u>
West Virginia	<u>Guidance, Considerations, & Intentions for the Use of Artificial Intelligence in West Virginia Schools</u>
Wisconsin	<u>Empowering Lifelong Learning: AI Guidance for Enhancing K-12 and Library Education</u>
Wyoming	<u>Guidance for Wyoming School Districts on Developing Artificial Intelligence Use Policy</u>

Additional Resources

- [Teach AI Resources for Policy and Guidance on AI in Education](#)
- [Designing for Education with Artificial Intelligence](#) – U.S. Department of Education, 2024
- [An Ethical and Equitable Vision of AI in Education: Learning Across 28 Exploratory Projects](#) – Digital Promise, 2024
- [Review of Guidance from Seven States on AI in Education](#) – Digital Promise, 2024
- [Districts and AI: Tracking Early Adopters and What This Means for 2024-25](#) – CRPE, 2024
- [AI & Accessibility in Education](#) – CoSN, 2024
- [Generative AI for Education Hub](#) – Stanford University, 2025

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- Framework for Implementing Artificial Intelligence in State Education Agencies – ILO Group, 2024

Testimony: Responsible AI in Education

Introduction

Good afternoon, and thank you for the opportunity to speak today. My name is Robin Vitucci and I'm here to speak about AI in schools on behalf of the American Federation of Teachers and the National Academy for AI Instruction.

I want to begin with something simple, but essential: If we get this wrong, we don't just risk a bad rollout of a new technology, we risk real harm to students, educators, and public trust.

Start with Safety and Responsibility

That's why we must start in the right place, where we should have started with social media: safety, privacy, and responsibility must come first. We have been here before. We were told to move fast, to innovate, and to figure it out later. But "later" never came in the way it should have. Instead, we have spent years trying to repair damage to student well-being, to privacy, and to public trust. We cannot repeat that mistake with AI.

Why AI Is Different

This technology is different. AI doesn't just share information, it analyzes people. It makes predictions. It influences decisions, often quietly and without transparency. And in schools, that matters even more.

Students are not just users, they are children. They are still developing intellectually, emotionally, and socially. They should not be expected to understand or manage the risks of systems that collect and analyze their data.

Yet today, AI systems can analyze student writing, behavior, and patterns over time and begin making judgments about ability, potential, and future outcomes. Those judgments can shape opportunities, often without explanation or accountability. That is not innovation without consequences. That is risk without guardrails.

So we must ask: Are we building systems to support students, or systems that quietly define them? Schools should be the place where protections are strongest, not weakest. Students should never be treated as beta testers for emerging technology.

Screen Time, and Student Development

We also need to be mindful of how AI is changing students' daily experiences, not just academically, but socially and emotionally.

We are beginning to see the rise of AI companion chatbots, tools designed to simulate conversation and connection. At the same time, students are already spending significant portions of their day on screens.

We need to be clear about this: children should not be using AI companion chatbots. These tools can be dangerous, especially for young people who are still developing socially and emotionally. They are not a substitute for real human interaction, and in some cases, they can blur the line between authentic relationships and artificial ones.

We should be asking now: what happens when we increase screen time and introduce tools that simulate human interaction, especially for young people who are still developing social and emotional skills?

Schools should be places that strengthen human connection, not replace it.

AI Must Support, Not Replace Educators

At the same time, we must be equally clear about the role of educators. There is a growing narrative that AI will transform teaching, and it will. But transformation does not mean replacement.

AI is a tool, not a teacher. Teaching is fundamentally human work. It is built on relationships, trust, cultural understanding, and professional judgment. Teachers make hundreds of decisions every day based on the unique needs of their students. No system can replicate that.

AI can help. It can reduce administrative burden, support lesson planning, and expand access through tools like translation and tutoring. But it must be used to elevate the profession, not automate it away. AI can assist teachers, but it cannot replace them, and it must never be used to do so.

There is also a structural issue we must confront. Too often, decisions about AI are made far from classrooms. Tools are purchased, contracts are signed, systems are implemented, and only then are educators asked to adapt.

That model does not work. If AI is going to improve education, educators must be involved from the start, not just as users, but as decision-makers.

They need a voice in:

- Defining the problem
- Determining whether AI is the right solution
- Evaluating vendors
- Testing tools in real classrooms

And importantly, they must have the authority to say:

This works or it doesn't. That's why decisions about AI use must remain grounded in educator expertise. They should be voluntary, thoughtful, and shaped through professional judgment and collective bargaining. Because when technology is imposed on educators instead of developed with them, it doesn't empower teaching, it constrains it.

AI Is Not Just Another Tool

There's also a misconception we need to address. AI is often treated like just another classroom tool. But it's not. A better comparison is the printing press, something that fundamentally changed how knowledge is created and shared. But that transformation didn't happen overnight. It required new skills, new practices, and time.

The same is true here.

Right now, many educators are being handed AI tools with little training and even less time. They are expected to integrate them into instruction while managing all the existing demands of teaching. That's not a recipe for success, it's a setup for misuse.

Because using AI responsibly requires rethinking instruction:

- Ensuring students still do the thinking and problem-solving
- Addressing challenges like plagiarism and over-reliance on AI
- Building critical thinking in a world where AI is everywhere

We also have to be aware of cognitive offloading, where students rely on AI to do the thinking for them. If we are not intentional, these tools can interfere with the development of critical thinking, problem-solving, and independent learning skills.

These are not side issues, they are central to the future of learning. And they require sustained, high-quality professional development, not one-time training.

Transparency and Accountability

Finally, we must be honest about risk. AI systems are often described as objective, but they are built on human data, and that means they can reflect and reproduce bias. They can operate as "black boxes," making decisions without clear explanation. They can make inferences about students that are wrong or unfair. And too often, there is no clear way to challenge those decisions.

That's why transparency, accountability, and the right to appeal are essential, not optional. These are areas where clear policy guidance is essential.

Conclusion

So where does that leave us? It leaves us at a moment of real opportunity, and real responsibility. Because AI is not coming, it's already here. The question is not whether we will use it. The question is whether we will use it wisely. And wisdom means acting now, before systems become entrenched and harder to change.

AI has real potential in education.

It can support educators.

It can expand access.

It can reduce burdens that take time away from students.

But only if it is implemented thoughtfully, responsibly, and with educators at the center.

Because at the end of the day:

AI can assist teachers. It can enhance learning.

But it cannot replace the human connection, the judgment, and the care that define great teaching.

And it never should.

Thank you.

**The Honorable Peter G. Schweyer, Chairman
Pennsylvania House Education Committee**

April 21, 2026

Re: Code.org Written Testimony on Computer Science Education as the Foundation for AI Education in Pennsylvania's K–12 Schools

Dear Chairman Schweyer and Members of the Committee,

Thank you for the opportunity to submit written testimony on behalf of Code.org. Code.org is the leading global nonprofit ensuring every student has the opportunity to understand how AI works, how to reason with it, and how to create with it, not just use it. We partner with states across the country to support policy, implementation, and teacher training. Pennsylvania has made meaningful progress, and we appreciate the Committee's continued focus on preparing students for a rapidly changing workforce.

Pennsylvania is at an inflection point. Neighboring states like New Jersey and Virginia have already taken steps to require or scale computer science education statewide, while Pennsylvania still relies on local adoption. Without a clear statewide policy, the Commonwealth risks falling behind in preparing its students for an AI-driven economy.

We submit this testimony with a clear goal: to encourage Pennsylvania to take the next step and establish a comprehensive statewide approach to computer science and AI education.

INTRODUCTION

Artificial intelligence is no longer emerging. It is already reshaping how work gets done across every major sector of Pennsylvania's economy, including health care, advanced manufacturing, energy, agriculture, and finance.

The question before this Committee is not whether AI will impact Pennsylvania's workforce. It already is.

The question is whether Pennsylvania will ensure all students are prepared to understand, shape, and critically evaluate AI systems, or whether access to those skills will continue to depend on where a student happens to live.

That is fundamentally a policy decision.

Pennsylvania has an opportunity to lead in this space, but leadership requires action.

Before this Committee considers how to approach artificial intelligence in K–12 education, it is important to define several terms that are often used interchangeably but mean very different things. At Code.org, we distinguish among **AI in education**, **AI literacy**, **AI education**, and **AI + CS education**.

AI in education refers to the use of AI-powered tools in educational settings, such as adaptive learning platforms, productivity tools, or AI-assisted instruction. While responsible policies governing these tools are important, using AI in the classroom should not be confused with teaching students how AI works.

AI literacy is the outcome we want for students: the ability to understand, critically evaluate, and responsibly engage with AI systems, including recognizing their capabilities, limitations, risks, and societal impacts.

AI education is the instructional approach used to build that literacy. It teaches students how AI systems function, how they are developed, where they can fail, and how they can be improved and responsibly designed.

Finally, Code.org strongly believes that meaningful AI education should be grounded in computer science (CS) and taught in intentional connection with it. We refer to this integrated approach as **AI + CS education**.

Students must be prepared not just to interact with AI systems, but to understand and shape them—and that requires a foundation in computer science.

AI IS CHANGING WORK AND "PROMPTING" IS NOT A STRATEGY

A growing narrative suggests that preparing students for an AI-driven economy simply requires teaching them how to use AI tools. That approach is insufficient. Employers are demanding far more.

Employers increasingly expect workers to evaluate outputs, understand limitations and bias, manage workflows that include AI systems, and make informed decisions using AI-generated information. These are not basic tool-use skills. They require foundational understanding.

The data make this urgency clear. According to Microsoft and LinkedIn's 2024 Work Trend Index, 66 percent of employers say they would not hire a candidate without AI skills.¹ At the same time, most students are receiving no formal instruction in how AI works. A RAND Corporation study found that as of spring 2025, more than 80 percent of students reported that teachers had not explicitly taught them how to use AI for schoolwork, even as student use of AI tools for academic purposes continues to rise rapidly.² Students are using AI, but they are not being systematically taught how to understand, evaluate, or shape it.

Nationally, the policy landscape is beginning to shift. According to Code.org's 2025 State of AI + CS Education Report—the first edition of the report to include a national, state-by-state analysis of AI education policies—a growing number of states are moving to integrate AI concepts into their K–12 computer science standards and establish graduation requirements that ensure every student, not just those in well-resourced districts, has access to this instruction. Pennsylvania has the opportunity to

¹ Microsoft & LinkedIn, 2024 Work Trend Index Annual Report: "AI at Work Is Here. Now Comes the Hard Part." (May 8, 2024). Available at: <https://www.microsoft.com/en-us/worklab/work-trend-index/ai-at-work-is-here-now-comes-the-hard-part>

² Doss et al., AI Use in Schools Is Quickly Increasing but Guidance Lags Behind: Findings from the RAND Survey Panels, RAND Corporation (2025). Available at: https://www.rand.org/pubs/research_reports/RRA4180-1.html

join that movement. Today's workforce is navigating this shift without the preparation it deserves. Pennsylvania can ensure the next generation is better prepared.

This is especially relevant in Pennsylvania, where more than 6 million workers are employed across industries that are already integrating automation and AI-driven systems.³ Roles in health care, logistics, and manufacturing are evolving quickly, and workers are expected to interact with technology in more complex ways than ever before.

COMPUTER SCIENCE IS THE FOUNDATION

If the goal is AI readiness, the starting point is computer science.

AI is built on computer science. You cannot have meaningful AI literacy without a CS foundation. Students who understand algorithms, data, and systems are equipped not just to use AI, but to evaluate it, question it, and shape it. That is the distinction that matters.

Pennsylvania took an important step by endorsing the CSTA K–12 Computer Science Standards in 2018⁴ and investing more than \$60 million through the PAsmart initiative since.⁵ Those were strong first steps. However, access remains uneven.

According to Code.org's most recent data:⁶

- Approximately 58 percent of Pennsylvania high schools offer a foundational computer science course
- Only about 7 percent of high school students are enrolled in computer science
- Participation gaps persist across rural communities, low-income districts, and among girls and students of color

Pennsylvania also does not require computer science for graduation.

By contrast, states that have adopted stronger statewide policies, including graduation requirements or comprehensive implementation plans, see significantly higher access and participation. New Jersey and Virginia, for example, have taken statewide action to scale computer science education, resulting in broader access across districts and more consistent student participation.

As a result, too many Pennsylvania students never encounter computer science at all. This is not a pipeline issue. It is an access issue. And access is driven by policy.

AI LITERACY: A STATEWIDE GAP

³ [U.S. Bureau of Labor Statistics](#), Pennsylvania employment data (approximately 6.2 million employed), accessed via Federal Reserve Economic Data (FRED).

⁴ Pennsylvania State Board of Education, *Computer Science Resolution* (Jan. 11, 2018), endorsing the 2017 CSTA K–12 Computer Science Standards.

⁵ Pennsylvania Department of Education, PAsmart Initiative: Expanding Computer Science and STEM Education. Commonwealth of Pennsylvania. Available at: <https://www.pa.gov/agencies/education/programs-and-services/schools/grants-and-funding/school-grants/pasmart>

⁶ Code.org, 2025 State of AI + CS Education Report (data finalized December 1, 2025). Available at: <https://advocacy.code.org/stateofcs>

Once students have a foundation in computer science, they can begin developing meaningful AI literacy through structured AI education.

Code.org's position is specific: meaningful AI literacy requires a foundation in computer science.

Understanding what AI is, how it works, where it is reliable, and where it is not depends on the conceptual framework that computer science provides.

Without that foundation, students may learn to use AI tools, but not to evaluate, challenge, or improve them. Pennsylvania does not yet have a consistent, statewide approach to this.

With more than 500 school districts, the absence of statewide guidance means students are receiving very different levels of preparation depending on where they live. That is not just inconsistency. It is unequal access.

Other states are beginning to move in this direction by issuing statewide guidance or integrating AI into existing computer science frameworks. Pennsylvania has the opportunity to do the same in a way that builds on its existing standards and investments.

Students are already using AI tools. National data shows widespread student use, but very limited formal instruction. Students are using AI, but they are not being taught how to understand or shape it. That is a gap this Committee has the opportunity to address.

THE GOAL: AI FLUENCY

The goal is not just exposure. It is AI fluency.

AI fluency means students can use AI tools effectively and responsibly, evaluate outputs for accuracy and bias, identify system failures, and, critically, understand and influence how AI systems are designed and deployed in real-world contexts. This is not passive consumption. It is active, informed participation.

This is about preparing students for the jobs they will enter. In Pennsylvania, that includes industries like manufacturing, health care, and energy, where AI is already shaping how work is performed.

This is not about turning every student into a technologist. It is about ensuring every graduate can function, and contribute, in a world where AI is part of their job.

In short, computer science provides the foundation. AI literacy is the foundational understanding. AI fluency is the outcome—the ability to apply that understanding effectively in real-world settings.

A PATH FORWARD FOR PENNSYLVANIA

Pennsylvania is well positioned to act. The state has already invested in standards, educator training, and STEM initiatives. What is needed now is a clear, coordinated policy step forward.

Code.org respectfully encourages the Committee to consider advancing legislation that would:

1. Establish a computer science graduation requirement so that every student has access to foundational learning;

2. Integrate AI concepts into Pennsylvania's existing K to 12 computer science standards, with an emphasis on understanding and shaping AI systems, not just using them;
3. Provide dedicated funding for educator professional development in computer science and AI; and
4. Establish a clear, statewide framework for AI + CS education to ensure consistency across all school districts.

Taken together, these steps would move Pennsylvania from a patchwork of access to a system where every student is prepared.

CONCLUSION

Pennsylvania does not need to start from scratch. The foundation is already in place.

What is needed now is a policy commitment to ensure that foundation reaches every student. Neighboring states are already moving in this direction, and Pennsylvania has the opportunity to lead.

Without action, access to computer science and AI education will continue to depend on local resources and local decisions. With action, Pennsylvania can ensure every student graduates prepared not just to navigate an AI-driven world, but to shape it.

Code.org encourages this Committee to take the lead in advancing this work and stands ready to partner with the Commonwealth to develop legislation, provide technical assistance, and support successful implementation of a statewide AI + CS education strategy.

Thank you for your time and consideration.

Respectfully submitted,

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TESTIMONY

Pennsylvania House Education Committee

Hearing on Artificial Intelligence in K–12 Education

Pittsburgh Public Schools

April 2026

Opening Statement

Thank you, Chairs Schweyer and Cutler and distinguished members of the House Education Committee. My name is Mark Stuckey, and I am Chief Technology Officer of Pittsburgh Public Schools. I appreciate the opportunity to testify before this committee on what I consider one of the most consequential issues facing public education today: the rapid integration of artificial intelligence tools in our classrooms, and the urgent need for thoughtful, equity-centered guidance to govern their use.

Pittsburgh Public Schools serves approximately 20,000 students across 54 schools. Our district reflects the full complexity of Pennsylvania's urban communities students from high-poverty households, students with disabilities, English language learners, and students from historically underserved communities. That reality shapes everything about how we approach AI in education. For us, this is not an abstract policy question. It is a deeply practical and deeply moral one.

What We Are Seeing in Pittsburgh

In Pittsburgh Public Schools, we are already navigating these questions every day. Our teachers are encountering AI-generated student work. Our students are arriving with varying levels of AI fluency some sophisticated, many without any structured guidance on what responsible use looks like. Our technology and instructional teams are fielding questions from educators who want to use AI effectively but do not have clear guardrails or training to do so confidently.

What we do not yet have and what I believe this committee has the opportunity to help create is a statewide foundation that ensures every district, regardless of size or resources, can approach AI with the same level of intentionality we are working to build in Pittsburgh. We should not have to figure this out alone, and neither should the hundreds of other districts across this Commonwealth.

The Equity Dimension Is Not Optional

The committee has heard, I am sure, about the promise of AI: personalized learning, real-time feedback, reduced administrative burden for teachers. Those possibilities are real. But so are the risks and those risks do not fall equally on all students.

Pittsburgh Public Schools asks this committee to consider the following equity concerns as it develops any statewide AI framework:

- **Access gaps.** Pittsburgh Public Schools is proud to be a one-to-one device district every student has a device. But device access alone does not create equal access to AI. The most capable AI tools are increasingly locked behind paid subscription tiers. Free versions offer limited functionality, slower performance, and fewer features than the premium versions available to those who can afford them. A student whose family can pay for a premium AI tutoring or writing tool will have a meaningfully different and more powerful educational experience than one relying on a free-tier equivalent. If we are not deliberate about how AI tools are procured and provided, we risk creating a two-tiered education system where the quality of AI-assisted learning is determined not by student need or potential, but by family income.
- **Algorithmic bias.** AI systems trained on non-representative data can encode and amplify racial and socioeconomic bias. Without standards for auditing the tools districts procure, we have no mechanism to identify when an AI grading tool, a predictive discipline platform, or an automated tutoring system is treating students inequitably.
- **Student data privacy.** AI tools collect vast quantities of student behavioral and academic data. Current protections under FERPA and COPPA were not designed with generative AI in mind. Pennsylvania should establish clear standards for what student data AI vendors may collect, retain, and use.
- **Teacher preparation.** Our educators particularly those in under-resourced schools need meaningful professional development to critically evaluate, effectively use, and responsibly monitor AI tools. That requires time, funding, and expertise that not every district can generate on its own.

The Case for Statewide Guidance

Pittsburgh Public Schools serves one of the most diverse student populations in Pennsylvania by income, race, language, and learning need. That diversity is our strength, and it is also why equity cannot be an afterthought in how we approach AI policy. The decisions this committee makes will shape whether AI becomes a tool that helps close the opportunity gap in districts like ours, or one that quietly deepens it.

A statewide framework would not require uniformity. Districts have real differences in their student populations, instructional priorities, and technology infrastructure. But a baseline framework establishing minimum standards for data privacy, vendor procurement transparency, equitable access, and educator preparation would give every Pennsylvania district a foundation to build on.

Specifically, Pittsburgh Public Schools urges this committee to consider legislation or guidance that:

- Requires AI vendors selling to Pennsylvania districts to disclose what student data is collected, how it is used, and how models are trained.

- Establishes equity impact requirements for AI tool procurement, including independent audits for bias.
- Creates a statewide AI literacy and educator professional development initiative, with targeted support for high-need districts.
- Empowers districts to set their own acceptable use policies within a defined state framework, rather than requiring uniform implementation.
- Ensures that any state investment in AI-enabled education is distributed equitably, with priority funding for under-resourced districts that cannot absorb the costs of safe, thoughtful AI integration on their own.

Closing

AI holds genuine promise for improving educational outcomes but only if we are deliberate about how we introduce it. Unmanaged, it risks reinforcing the inequities that have long defined the gap between our highest- and lowest-resourced schools. The students in Pittsburgh who already face significant barriers to opportunity deserve the same thoughtful safeguards as students in any other district in this Commonwealth.

I urge this committee to act with both urgency and care. The technology is already in our schools.

Thank you.

Mark Stuckey

Chief Technology Officer

Pittsburgh Public Schools

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42-529-2800



**Testimony of the
Pennsylvania State Education Association (PSEA)**

**Public Hearing Regarding
Artificial Intelligence and K-12 Education**

**Presented to the
House Education Committee
April 21, 2026**

**By
Melissa Costantino-Poruben
NEA Director (PA)
6th Grade Math Teacher - Avonworth School District**

Good afternoon, Chairman Schweyer, Chairman Cutler, and members of the House Education Committee. My name is Melissa Costantino-Poruben and while I have taught at all levels of public education over my 26 years in the classroom, I am currently a 6th grade Math teacher with the Avonworth School District in Allegheny County. I am here today to proudly represent the 177,000 members of the Pennsylvania State Education Association and discuss generative artificial intelligence (AI) and education. This is a subject I am passionate about as an educator and I am excited to be here. Thank you for the invitation to speak with all of you today.

Accompanying my written comments is a report issued by PSEA's Artificial Intelligence Taskforce and submitted to our membership in May 2025. Our taskforce, which was created at the direction of our members, includes 22 members from around the state, who work to evaluate the impact of AI on educators, students, and our educational system, as well as make recommendations for educators and policymakers. The work of our union's taskforce is not finished. It is currently in Year 2 of its process to continuously evaluate the role of AI in education, take feedback from our members, and make recommendations to the field. An updated report, which our taskforce will review this weekend, focusing on the ethical use of AI and AI literacy will be issued in the coming weeks.

If I could leave you with two messages today, it is that schools need to take an active role in creating a generation of responsible AI users, and all of us – elected officials, policymakers, and educators – need to work together to ensure that our state and its schools take a human-centered approach to generative AI.

I started teaching in 2000 when math curriculum was textbook-driven and computation-based. I have watched as the emergence of new technology, particularly during the pandemic, forced instruction to evolve. Students' expectations of education are different now than they were in early 2020. As an educational system, we went from being almost entirely tech-driven during the pandemic to now trying to rein in the overreach of technology. Students in my math classroom get immediate feedback from programs and games they use to test their skills and knowledge. From my perspective, our youth want and expect immediate feedback all the time, and sometimes that's appropriate. But as adults, we know life doesn't always provide immediate answers or affirmations. Educators must balance student desire for immediate feedback with challenges that require patience, critical thinking, and the recognition that solutions can evolve.

When the AI tech boom started, I decided I didn't want to sit on the sideline for this next evolution of instruction. I wanted to learn, influence, and help shape how my district approached AI for the benefit of my colleagues, our students, and ultimately my community. Unfortunately, there are some schools in Pennsylvania that are simply ignoring AI, or only acknowledging it insofar as to say, "Don't cheat." This gravely concerns me. It has been almost twenty years since the rise of social media and I think we can all say we're not better off for having it. If we, as

educators, fail to shape the usage of AI and fail to create guidelines around it, like we did social media, where will our kids be twenty years from now? Will they be better off? I highly doubt it. The influence of AI can happen to us or with us, and PSEA strongly maintains it should happen with educators at the table.

To my district's credit, it decided that Avonworth would not sit on the sideline and that we would figure out how to use AI "to support a dynamic working and learning experience" – one that recognizes AI is an important tool for learning, but could never replace teachers.¹ In 2024, I joined a district taskforce to think about how Avonworth was going to approach generative AI and address moral and ethical dilemmas that were already arising with students. Our taskforce's work resulted in the adoption of policy by the Avonworth school board in 2025 (see attached), and if you're interested in diving deeper into Avonworth's approach, check out this video on our [website](#). And yes, we used AI to help create the [video](#). We're working smarter!

The education system – both public and nonpublic – should not ignore its responsibility toward helping its staff and students become informed and responsible users of AI technology.

If we ignore AI, then our students will default to using AI to think FOR them. They will not develop essential critical thinking skills that are necessary to succeed as an adult or be healthy, engaged citizens in our communities. Critical thinking skills are essential.

So how should the education system approach generative AI?

The first step is to recognize that education needs to prioritize a human-centered approach to AI, which focuses on human well-being, values, and needs. The goal is to augment and empower people rather than replace them – including educators and students. In education this could mean protection from AI being used to replace or devalue the role of human educators in the educational process. AI should never replace the relational, developmental, and cognitive work of teaching. We know school boards and administrators face budgetary pressure, but the answer to financial stress is not replacing teachers with AI technology. Students need educators to help them find the switch that will ignite their learning and understanding. Educators are still repairing the unfinished learning that happened during the pandemic. We know that teachers, paraprofessionals, student service personnel, and education support professionals are not replaceable.

Pennsylvania has already seen an attempt to establish charter schools that would replace classrooms teachers with AI technology. In 2025, the Department of Education and the School

¹ Avonworth School District Policy Manual. Policy 815.1 – Use of Generative Artificial Intelligence in Education. <https://go.boarddocs.com/pa/avnw/Board.nsf/Public>. Accessed April 13, 2026.

District of Lancaster received applications to create a cyber charter school and a charter school, respectively, that relied on AI technology to provide instruction to students two hours per day. Under these proposals, teachers were known as “guides” and were only slated to work with students if they needed academic intervention. These applications represent the opposite of the human-centered approach to AI and fortunately they were soundly rejected. But even their mere existence sends the message to our students that teachers can be replaced with algorithms. I’d hope that is not the message the Commonwealth of Pennsylvania wants to send to children and educators.

Elected officials at both the state and local levels can be helpful in prioritizing a human-centered approach to AI. PSEA would urge consideration of the following policies:

1. Prohibit educators from being replaced by generative AI to provide instruction or student services.²
2. Prohibit the use of generative AI in making decisions regarding employee recruitment, hiring, retention, promotion, transfer, evaluation, demotion, or dismissal.
3. Prohibit the use of generative AI making final determinations on student assessments and evaluations.
4. Prohibit consideration of charter and cyber charter applications or renewals that rely on AI to provide instruction to students.

The second step is to acknowledge that schools need to figure out how to navigate this new frontier. While I respect Pennsylvania’s long history of local control, sometimes 500 different approaches can hinder attempts to respond to emerging issues in a timely fashion. If some school districts are ignoring AI and not doing anything to teach students how to responsibly use it, then the Commonwealth needs to take action. Ideally, Pennsylvania should amend its academic standards to include academic goals around AI instruction. This would ensure that all public schools have a common expectation. Policymakers will likely need to go beyond standards and issue guidelines as well, because this is an emerging technology. Educators are learning along with students. Washington’s Office of the Superintendent for Public Instruction issued guidance in July 2024 for all K12 public schools in that state. We would urge the committee to review Washington’s guidance.

² In 2025, bills were introduced in both Connecticut and Texas related to replacement of educators with AI. House Bill 5877 was introduced in Connecticut and would prohibit the use of AI to replace public school educators in providing instruction to and regular interaction with students. Senate Bill 382 was proposed in Texas, and would prohibit a school district or charter school from using AI to provide instruction to students or replace or supplement a teacher’s role in providing instruction or interacting with students in a course of instruction. The bills were not considered by the Connecticut or Texas legislatures. Nevada enacted a law that prohibits a public school from using AI-powered tools to perform functions and duties of a school counselor, school psychologist, or school social worker that relate to mental health.

The third step is to recognize that educators need support to learn how to effectively use the technology – both for instructional purposes and to do our jobs more efficiently.

Professional development needs to address how educators and schools:

- Responsibly use AI;
- Understand how AI systems work;
- Ensure equitable access;
- Understand the biases in algorithms; and
- Provide instruction on ethical/responsible use.

If schools aren't amending their continuing education plans to include professional development on generative AI, then I would argue that they are doing a disservice to educators and students. Not only is my school district prioritizing professional development, but we now offer two classes on AI. One course, "AI and Ethics," is followed by "Human Flourishing" as an English course for seniors. The other course we offer is "Understanding AI: Tech, Impact, and Innovation."

As with any new form of technology, sometimes adults can be resistant to new systems or ideas. I would argue teachers who might be hesitant to jump into the AI realm haven't been shown how it can help them. In March, educators from across the United States attended the NEA Leadership Summit, which featured multiple sessions focused on AI. I taught a session at the conference on AI and self-care. My session specifically explored the various stressors educators face, such as grading, communication, and organization, and introduced more than thirty AI tools designed to help alleviate some of the demands of the profession.

Additionally, I would note that NEA, partnering with Microsoft, offers members micro credentials³ for teachers relating to AI and education. NEA's [program](#) includes 13 courses designed to develop the critical thinking skills to evaluate AI outputs, recognize bias and ethical concerns, understand AI's societal and environmental impact, and use generative AI tools creatively and responsibly in classrooms. Each course includes 15 hours of associated work that is assessed independently and counts toward Act 48 credits. This professional development is available free to NEA/PSEA members. This is the type of worthwhile professional development that can help educators prepare for this next technological evolution in education.

In relation to students, AI can be a useful tool to differentiate curricula to meet the diverse needs of students, such as students with disabilities or English learners. The Council for Exceptional Children acknowledges that, "AI-driven text-to-speech and speech-to-text technologies are making educational materials more accessible. Additionally, AI captioning and translation tools are improving access to communication for students who are deaf or hard of hearing or who speak languages other than English. In terms of behavioral support, AI can help track patterns in

³ Micro credentials are short, competency-based digital badges recognizing mastery in specific, specialized skills.

student engagement, attention, or emotional responses. This data can inform interventions and help educators identify when students may need additional assistance.”⁴

Now, I don’t want my testimony to seem like I’m ignorant of the well-founded concerns about AI. Young people are discovering AI on their own – sometimes with horrific consequences. Its transformative nature necessitates guardrails to protect the well-being of all citizens, but particularly children and youth. These situations should spur all of us -- elected officials, policymakers, educators, and parents – to demand action. As we strive to create a human-centered approach to AI, elected officials at the state and federal levels should address the following issues:

- **Student safety protections.** There have already been cases where AI systems have encouraged harmful behavior. We need clear boundaries around what AI can and cannot do with minors.
- **Ethical limits.** What AI functions are off-limits with respect to minors? Medical advice? Legal advice? Instruction without human oversight? Data profiling of children? There must be red lines.
- **Bias auditing and transparency.** How do we ensure AI systems are not amplifying racial, socioeconomic, linguistic, or disability-based bias? What independent audits exist? Who has access to that data?
- **Disinformation controls.** AI is already shaping public discourse. What concrete steps are being taken to prevent AI-generated deception from eroding trust and democracy?
- **Clear distinctions between personal and professional use.** Students must learn how to use AI ethically for work without becoming dependent or manipulated by addictive design patterns similar to social media algorithms.

AI companies are currently operating at enormous scale, in some cases without long-term profitability. Monetization pressures – advertising, brand sponsorships, data harvesting – could push education tools in troubling directions. If we learned anything from our experience with social media, it is that we can’t let profit motives supersede the need for responsible regulation that protects consumers – particularly children and youth.

The advent of AI presents so many opportunities for educators and students. We should proceed with haste to prepare educators to teach students how to responsibly use the technology, all the while maintaining a healthy lens of caution for the potential long-term effects of an unregulated and profit-motivated system. Even with those concerns, we know that the jobs of tomorrow will require our workforce to know how to use the technology. We believe public education can meet

⁴ Council for Exceptional Children. *The Next Frontier: AI in Education*. November 17, 2025. Accessed April 13, 2026.

this moment with the support and action of policymakers like you. Thank you for your consideration of my comments. I'll be happy to answer any questions.



Book	Policy Manual
Section	800 Operations
Title	Use of Generative Artificial Intelligence in Education
Code	815.1
Status	Active
Adopted	October 14, 2025

Purpose

The district recognizes the potential that Generative Artificial Intelligence (Generative AI) offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support a dynamic working and learning experience.

This policy addresses guidelines for the proper management and responsible use of Generative AI in the district's educational environment.

Authority

The Board directs that the use of Generative AI in the educational environment shall be limited to approved educational purposes and shall comply with applicable state and federal laws, regulations, Board policies, administrative regulations and school rules including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), as well as Board policies related to acceptable use of computers and network resources, student and staff conduct, copyright protections, student records, personnel records, bullying and cyberbullying, nondiscrimination and harassment, data security and staff and student expression.[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20][21][22][23][24][25][26]

The availability of access to Generative AI tools and resources by students and staff does not imply endorsement by the district of the Generative AI tool or resource, nor does the district guarantee the accuracy of the information received from Generative AI tools or resources. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using a Generative AI tool or resource.

The district shall not be responsible for the dissemination, replication, or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the district's obligations under applicable law or regulations.

The district shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

Definitions

AI literacy – the ability to understand, use, and interact with AI systems effectively, efficiently, and responsibly.

Artificial Intelligence (AI) – technology designed to mimic human intelligence, such as analyzing data, recognizing patterns, and making decisions.

Generative Artificial Intelligence (Generative AI) – an advanced subset of AI that is capable of generating new content from learned data and pattern recognition across various mediums such as text, code, images, audio, and video data. This policy focuses on generative AI.

Open-source AI – AI tools and resources that are built on publicly accessible platforms and use and share data among all users who access the platform, both within and outside of the district.

Delegation of Responsibility

The district shall make every effort to ensure that students and staff use Generative AI tools and resources responsibly. The effective integration of Generative AI into education requires a collaborative effort between administration, teachers, staff, students, and families.

The district shall inform staff, students, parents/guardians, and other users about this policy by posting on the district website and by other efficient methods.

Generative AI tools and resources used in district schools and programs shall be evaluated and authorized on an ongoing basis for age-appropriateness, bias, privacy protections, accessibility standards, and data security by the following individuals:[8][9][10][27]

1. Superintendent.
2. Building principals.
3. Solicitor.
4. Director of Information Technology.
5. Director of Curriculum and Instruction.

The Superintendent or designee shall be responsible for developing procedures to address student safety measures and to determine whether Generative AI tools and resources are being used for purposes prohibited by law, Board policy, or for accessing sexually explicit materials.[2][25][28][29][30][31][32].

The Director of Information Technology shall evaluate new and existing vendor contracts, collective bargaining agreements, and related agreements for their impact on the district's use of Generative AI and consult with the District's Superintendent and solicitor as needed.[33][34]

Guidelines

AI Literacy

Staff –

The district shall provide staff with Artificial Intelligence Guidelines and professional development opportunities, as well as resources addressing the effective and safe integration of Generative AI to enhance teaching and learning. Professional development opportunities may include, but not be limited to:

1. Ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to monitor and evaluate student inputs into Generative AI systems.
5. The parameters established by the district for integrating Generative AI tools into classroom instructional design.

Beyond formal professional development opportunities, the district encourages staff to explore Generative AI to discover lesson plan ideas, create templates or assessments, and generate ideas for personalizing student learning. Generative AI tools and resources shall be used in accordance with applicable laws, regulations, and this Board policy.

Students –

The district shall provide guidance for students, which may include, but not be limited to:

1. Establishment of expectations regarding the ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to disclose use and cite Generative AI resources.
5. The importance of not disclosing personally identifiable information when using an open-source Generative AI tool or resource.

Ethical Considerations

The district shall prioritize the educational value of using Generative AI tools and resources and will take measures to mitigate associated risks. The district shall only authorize Generative AI systems and platforms appropriately equipped for preventing breach of personally identifiable information and addressing the district's prohibitions against discrimination, harassment, bullying, bias, and access to sexually explicit materials, or those which are harmful to minors or prohibited by Board policy.[8][9][10][20][25]

The district's technology protection measures shall be enforced during the use of Generative AI on district computers and network resources.[25]

The district shall provide additional training, when needed, and address accessibility needs to provide equitable access to Generative AI tools and resources for students and staff, including, but not limited to, individuals with disabilities and English Learner students.[8][9][10][11][35]

The district prohibits the use of Generative AI in making decisions regarding employee recruitment, hiring, retention, promotion, transfer, evaluation, demotion, or dismissal.[10]

The district prohibits the use of Generative AI in making final determinations on student assessments and evaluations.[8][9][11][14][36][37]

Academic Integrity –

The use of Generative AI by students to complete assignments or assessments shall be allowed only to the extent stated and outlined in the district's AI guidelines. Students shall be notified in advance of the parameters for using Generative AI in assignments and assessments, as per the

district guidelines.

Students and staff shall receive training and be expected to appropriately cite original sources for quotations, facts, information, statistics, dates, or the paraphrased statements of others. A Generative AI resource shall be cited when the system's generated content is quoted, paraphrased, or otherwise used in the student's work. Lack of citation to AI-generated work improperly implies that the work is entirely that of the student.[16]

The Board permits the use of AI detection tools as an aid to identify potential academic integrity issues, but prohibits reliance on results from AI detection tools as the sole determination of academic integrity.

Copyright –

Individuals using Generative AI tools and resources must comply with federal law and Board policy regarding the duplication or use of copyrighted materials.[4][24]

AI-Generated Content Verification -

Individuals using Generative AI tools and resources have a responsibility to apply proper oversight and evaluation of generated information. Generative AI tools shall not be the sole determining factor used to make decisions related to student learning, assessment, academic integrity, or conduct. Staff and students should critically evaluate content produced by Generative AI for potential biases or inaccuracies and understand the importance of cross-referencing with trusted resources.

Evaluation and Monitoring of Generative AI

Administrators, the technology department, and teaching staff may establish processes for the ongoing evaluation and monitoring of Generative AI tools and resources used within the district, including those on district computers and network resources. These processes should consist of periodic assessments of the impact on student learning.

Issues identified during the evaluation and monitoring process shall be reported to the Superintendent, the Building principal, the Director of Information Technology, and the Director of Curriculum and Instruction.

Consequences for Inappropriate Use

All students and employees shall comply with the district's Policy on the Acceptable Use of District Technology (Policy 815) when using AI tools on school district technology. Failure to comply with this policy or district rules regarding appropriate use of Generative AI, including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action, and/or referral to legal authorities.[12][16][21][25][39]

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms, and software resulting from deliberate, malicious, or willful acts.[25][40]

Illegal use of Generative AI, intentional modification without permission or damage to files or data belonging to others, copyright violations, and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

This policy shall also apply to student conduct that occurs off school property or during non-school hours to the same extent as provided in the Board's policy on student discipline.[12][16][25][39]

Legal

1. 24 P.S. 4601 et seq
2. 47 U.S.C. 254
3. 15 U.S.C. 6501 et seq
4. 17 U.S.C. 101 et seq
5. 20 U.S.C. 1232g
6. 20 U.S.C. 1400 et seq
7. 42 U.S.C. 12101 et seq
8. Pol. 103
9. Pol. 103.1
10. Pol. 104
11. Pol. 113
12. Pol. 113.1
13. Pol. 113.4
14. Pol. 114
15. Pol. 216
16. Pol. 218
17. Pol. 220
18. Pol. 237
19. Pol. 247
20. Pol. 249
21. Pol. 317
22. Pol. 320
23. Pol. 324
24. Pol. 814
25. Pol. 815
26. Pol. 830
27. Pol. 105
28. 18 Pa. C.S.A. 5903
29. 18 Pa. C.S.A. 6312
30. 18 U.S.C. 2256
31. 20 U.S.C. 7131
32. 47 CFR 54.520
33. Pol. 308
34. Pol. 818
35. Pol. 138
36. Pol. 113.3
37. Pol. 127

38. Pol. 111

39. Pol. 233

40. 24 P.S. 4604

18 Pa. C.S.A. 2709

29 U.S.C. 794

28 CFR Part 35

28 CFR Part 36

34 CFR Part 99

34 CFR Part 104

34 CFR Part 300

Pol. 304

Pol. 824



ARTIFICIAL INTELLIGENCE TASK FORCE

IMPACT REPORT AND RECOMMENDATIONS

MAY 2025 PSEA HOUSE OF DELEGATES



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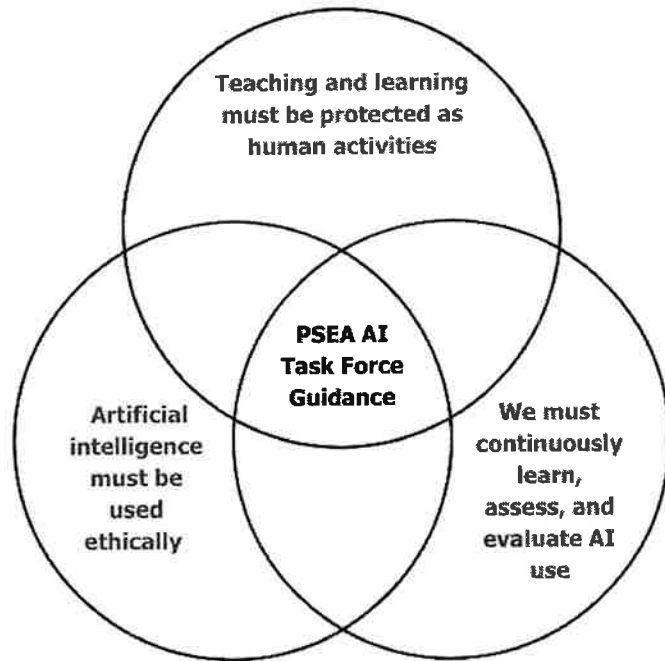
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Introduction

In May 2024, the PSEA House of Delegates passed New Business Item (NBI) 12, creating the Artificial Intelligence (AI) Task Force and directing the group to evaluate the impact of AI on educators, students, the educational system, and society.¹ The NBI also directed the Task Force to provide recommendations on the use of AI in Pennsylvania public schools and higher education institutions.

During five meetings over the past year, the Task Force has evaluated the information from a variety of sources to develop this guidance, including the Report of the National Education Association (NEA) Task Force on Artificial Intelligence, publications from several state and national governmental bodies, and guidance from non-profit organizations focused on the implementation of educational technology.²

Through that evaluation and with careful alignment to PSEA's Resolutions and the PSEA Mission, Vision, Values and Goals, the Task Force agreed that any guidance must be oriented to three principles:



- Teaching and learning must be protected as human activities
- AI must be used ethically
- We must continuously learn, assess, and evaluate the use of AI

The Task Force recognizes that AI is rapidly disrupting public education and society. As with other technological disruptions in history, this presents both threats and opportunities. The guidance in this preliminary report is not meant to be a comprehensive and final document, but rather information that can assist PSEA members as they advocate for policies and best practices that reflect our beliefs as an organization and our understanding of AI at this time.

¹ NBI 12 of May 2024: PSEA create a task force which will utilize applicable resources, including but not limited to PSEA resources and NEA information on artificial intelligence in education, to evaluate the impact of artificial intelligence on educators, students, the educational system, and society and provide recommendations regarding the use of artificial intelligence in education in Pennsylvania public schools and higher education institutions. The task force shall provide a report at the May 2025 House of Delegates.

² See Appendix B for resources.

Guidance for Legislative and Legal Advocacy

Events in the past year have demonstrated the urgent need for legal protections against the unethical use of Artificial Intelligence in schools and from the utilization of AI systems as a cost-saving measure to replace human teachers. Two charter school companies have started schools in Texas, Florida, Arizona, and California that eliminate human teachers entirely and replace them with two hours of AI-driven instruction.³ One of those companies applied for a charter in Pennsylvania but was denied by the Pennsylvania Department of Education in January.⁴ Another of these companies applied for a charter with the School District of Lancaster. That application is pending at this time, but the district has asked its board to oppose the charter.⁵ Due to the profitability of teacherless charter schools, it is likely these companies will continue to file applications unless prevented by law.⁶

Additionally, there have been significant censorship, propaganda, and data privacy issues that have arisen in recent months. This is due to both the launch of new Chinese AI models and practices within the United States government.⁷ ⁸ Since the new United States presidential administration took office in January, we have seen an increase in alignment between technology companies and the administration.⁹

Federal Laws Relevant to AI and Schools

FERPA - AI systems must protect student privacy and education records and must comply with parental consent requirements. Data must remain within direct control of the educational institution.

COPPA - AI systems and other technologies collecting personal information and user data on children under 13 must require parental consent.

IDEA - AI cannot be used in ways that deny disabled students equal access to education opportunities.

CIPA - Schools have a responsibility to ensure AI content filters align with CIPA protections against harmful content.

Section 504 - The section of the Rehabilitation Act of 1973 requires that schools ensure that their digital content and technologies are accessible to students with disabilities in both physical and digital environments.

Source: TeachAI. (2023). AI Guidance for Schools Toolkit.
<https://www.teachai.org/toolkit>

³ *Where AI educators are replacing teachers - and how that'll work*. ZDNET. <https://www.zdnet.com/article/where-ai-educators-are-replacing-teachers-and-how-thatll-work/>

⁴ *PSEA commends Shapiro administration's rejection of cyber charter school that would have replaced teachers with ai*. PSEA commends Shapiro administration's rejection of cyber charter school that would have replaced teachers with AI. <https://www.psea.org/AICyberDecision>

⁵ Writer, A. S. | S. (2025, February 27). *School District of Lancaster recommends board reject AI-Driven Charter School Application*. LancasterOnline. https://lancasteronline.com/news/local/school-district-of-lancaster-recommends-board-reject-ai-driven-charter-school-application/article_90c6818c-f46e-11ef-ac06-ff8ee60829dd.html

⁶ Greene, P. (2025, January 17). *Texas businesswoman wants to open AI-driven, teacherless cyber charter school in Pennsylvania*. Bucks County Beacon. <https://buckscountybeacon.com/2025/01/texas-businesswoman-wants-to-open-ai-driven-teacherless-cyber-charter-school-in-pennsylvania/>

⁷ Mok, C. *Taking stock of the deepseek shock*. GDPi. <https://cyber.fsi.stanford.edu/publication/taking-stock-deepseek-shock>

⁸ Venzke, C., & Akselrod, O. (2025, February 11). *Trump's efforts to dismantle AI protections, explained: ACLU*. American Civil Liberties Union. <https://www.aclu.org/news/privacy-technology/trumps-efforts-to-dismantle-ai-protections-explained>

⁹ Olga Akselrod, C. V. (2025, February 11). *Trump's efforts to dismantle AI protections, explained: ACLU*. American Civil Liberties Union. <https://www.aclu.org/news/privacy-technology/trumps-efforts-to-dismantle-ai-protections-explained>

Recent executive orders relating to AI attempt to dictate “the appropriate integration of AI in education.”^{10 11} The executive branch is using AI to reshape agencies, including the U.S. Department of Education, by purging employees and scrubbing government websites that include keywords such as “equal opportunity,” “disability,” “equity,” and “Native American.”¹² These attacks on the Department of Education and attempts to dictate AI integration in education expose our students and members to significant risk.^{13 14}

For these reasons and after consideration of existing AI-related laws and regulations in other U.S. jurisdictions,¹⁵ we suggest it is critical to immediately work toward protections against harmful AI use in Pennsylvania. Actions by Pennsylvania elected officials lead us to believe there is opportunity to do this. These include the Governor calling for ethical AI use and protections for human creativity in an executive order and the newly formed Pennsylvania House Communications and Technology Committee demanding protections against creative public sector job displacement from AI.^{16 17} Similarly, we believe a foundational principle of AI regulations should be to codify that education is safe and human centered.

Legal/Legislative Recommendations

Review existing laws in other jurisdictions and consider adapting legal protections for Pennsylvanians in the following areas:

- **Protect education as a human activity led by qualified human teachers.**
- **Ensure professional educators and their unions are involved in the evaluation and implementation of AI.**
- **Require transparency of algorithms and data used to train AI systems used in Pennsylvania schools.**
- **Demand accountability from technology companies to existing laws.**
- **Ensure technology tool equity and accessibility for all students and communities.**
- **Create legal protections and security regulations for AI user data.**
- **Provide resources and guidance for ongoing educator professional development on AI.**
- **Align AI guidance for schools with Pennsylvania educational standards.**

¹⁰ The United States Government. (2025, January 23). *Removing barriers to American leadership in Artificial Intelligence*. The White House. <https://www.whitehouse.gov/presidential-actions/2025/01/removing-barriers-to-american-leadership-in-artificial-intelligence/>

¹¹ The United States Government. (2025b, April 23). *Advancing Artificial Intelligence Education for American youth*. The White House. <https://www.whitehouse.gov/presidential-actions/2025/04/advancing-artificial-intelligence-education-for-american-youth/>

¹² Yourish, K., Daniel, A., Datar, S., White, I., & Gamio, L. (2025, March 7). *These words are disappearing in the new Trump administration*. The New York Times. <https://www.nytimes.com/interactive/2025/03/07/us/trump-federal-agencies-websites-words-dei.html>

¹³ Prothero, A., & Langreo, L. (2025, March 10). *Is DOGE putting student and educator data at risk?*. Education Week. <https://www.edweek.org/technology/is-doge-putting-student-and-educator-data-at-risk/2025/03>

¹⁴ Ricardo Mimbela, D. S. (2025, March 21). *Trump’s attack on the Department of Education. explained: ACLU*. American Civil Liberties Union. <https://www.aclu.org/news/racial-justice/trumps-attack-on-the-department-of-education-explained>

¹⁵ See Appendix B for Resources

¹⁶ Executive order 2023-19 - Expanding and Governing the Use of Generative Artificial Intelligence Technologies within the Commonwealth of Pennsylvania. <https://www.pa.gov/content/dam/copapwp-pagov/en/oa/documents/policies/eo/2023-19.pdf>

¹⁷ Delegation, S. (2025, April 24). *PA House Communications & Technology Committee unanimously approves measure calling on Congress to protect creative sector workers against displacement by ai*. Pennsylvania House Democratic Caucus. <https://www.pahouse.com/SouthEastDelegation/InTheNews/NewsRelease/?id=138304>

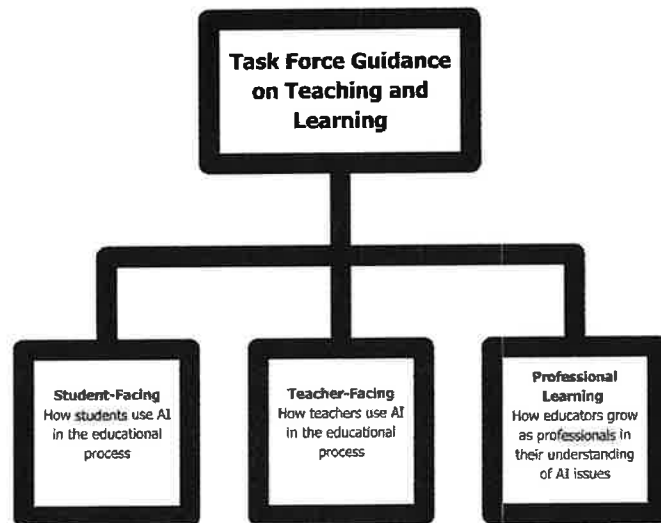
Guidance for Teaching and Learning

Artificial Intelligence systems have become interwoven into almost every aspect of our daily lives. For many years new machine learning systems, a subset of AI, have been developed to allow us to speak to our phones, filter email for spam, and flag potentially fraudulent charges on credit cards. Predictive AI was developed as a branch of machine learning. It uses large amounts of data to predict our behavior. This is what has been widely employed by social media companies, and the reason why they are able to customize advertisements and content to keep you engaged. We are still dealing with the consequences of under-regulated use of predictive AI in social media platforms and a lack of effective education to prepare our students for interaction with these technologies. The impacts on young adults include social media addiction, social isolation, deteriorating mental health, and increased chance of suicide.^{18 19}

Starting with the launch of ChatGPT in November 2022, a new wave of AI systems and Large Language Models (LLMs) became available for general use.^{20 21} These Generative AI (Gen AI) models use massive data sets to generate outputs like writing, graphics, and video previously only able to be created by humans. This caused almost immediate educational disruption as students explored how to use them to complete assignments and educators sought to decrease workloads. It is this disruption and questions over Gen AI use in schools that drove the Task Force to issue guidance for teaching and learning.

Since Gen AI is being widely and increasingly used within workplaces, we do not believe that ignoring it within our schools and higher education institutions is viable.²² We believe our students must be educated on both how these models work and how to effectively use them if we are to prepare them as healthy individuals, engaged citizens, and contributors to the economic wellbeing of our communities. However, this education with and on Gen AI must be focused and intentional. This is the emphasis of these recommendations.

Our guidance for teaching and learning is broken into three areas: student-facing AI use (how students use AI), teacher-facing AI use (how teachers use AI), and professional learning (how educators grow as professionals).



¹⁸ Office of the Surgeon General. (2025, February 19). *Social Media and Youth Mental Health*. HHS.gov. <https://www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/social-media/index.html>

¹⁹ Goldman, A. B., Bai, A. N., & Hansen, A. A. J. (2024, May 9). *Addictive potential of social media, explained*. Scope. <https://scopeblog.stanford.edu/2021/10/29/addictive-potential-of-social-media-explained/>

²⁰ AI-Pro. (2024, October 21). *Navigate the AI revolution timeline: Key milestones of 2023-2024*. Navigating the AI Revolution Timeline of 2023-2024. <https://ai-pro.org/learn-ai/articles/navigating-the-ai-revolution-timeline-of-2023-2024/>

²¹ See Appendix B for Resources

²² Mayer, H., Yee, L., Chui, M., & Roberts, R. (2025b, January 28). *Superagency in the workplace: Empowering people to unlock AI's full potential*. McKinsey & Company. <https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/superagency-in-the-workplace-empowering-people-to-unlock-ais-full-potential-at-work#/>

Recommendations for Student-Facing AI Use

Quality education relies on emotional connections between students, educators, and the content that is being learned. Qualified, professional educators are trained to facilitate these connections. Technology, including Gen AI, cannot replace the compassion and genuine personal attention that human educators provide to their students. Research shows that teachers have a greater impact on student achievement than any other aspect of schooling.²³ Educators should play a personal, guiding role in any learning process that incorporates Gen AI, focusing on connecting with and supporting each student individually. While AI tools may be adequate for personalizing learning content in narrow cases, the more fundamental personalization that educators facilitate by understanding students as unique individuals should never be outsourced to Gen AI tools. For these reasons, our suggestions for how students should interact with AI systems in schools and higher education institutions focus on how technology can support, rather than replace, effective teaching.

Suggested Best Practices: Student Use of AI

- Always begin with the question, “Does using AI in the way I intend lead to a better education for my students, or am I only using this because it’s easier?” Avoid sacrificing quality for efficiency.
- Focus on using Gen AI tools equitably. This includes using tools specifically designed to assist students with disabilities and ensuring equal access to any Gen AI used.²⁴
- Create classroom systems that help students understand when learning should happen without Gen AI tools, with support from these tools after gaining teacher permission, and with full student-directed support from these tools.²⁵
- Incorporate AI literacy into lessons and curricula so that students are not only learning with Gen AI but also learning about AI. This instruction should include how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.²⁶
- Model asking critical questions and finding answers about Gen AI models for students. Examples might be, “Does this AI company have a financial incentive to provide biased information?” and “What perspectives that are hidden or underrepresented when I use this AI tool?”
- Engage in discussions of the benefits and detriments of using AI to assist with assignments when using online tools that incorporate AI (such as Canva, Grammarly, etc.).
- Help students to identify misinformation and fact-check information they receive from Gen AI to protect against AI hallucinations and bias. This requires specific instruction in these areas.
- Ensure that the development of critical thinking, social-emotional wellbeing, collaboration, and creativity is driven by educators and not outsourced to Gen AI tools.

²³ Opper, Isaac M., *Teachers Matter: Understanding Teachers' Impact on Student Achievement*, Santa Monica, CA: RAND Corporation, 2019. https://www.rand.org/pubs/research_reports/RR4312.html.

²⁴ See Appendix B for resources

²⁵ A.J. Juliani, (2024a, July 10). *The traffic light protocol: A simple way to manage the AI classroom*. <https://www.ajjuliani.com/blog/the-traffic-light-protocol-a-simple-way-to-manage-the-ai-classroom>

²⁶ See Appendix B for resources

Recommendations for Teacher-Facing AI Use

Similarly to how Gen AI can enhance or erode a student's education depending on its use, teacher AI use can either augment professional judgement or replace it with an impersonal algorithm. To protect students and the teaching profession, educators must be intentional when using AI tools for professional purposes. The time and workload pressures on Pennsylvania educators make Gen AI attractive for efficiency, but overreliance can degrade individual practice and lead others to undervalue the importance of human educators. We believe that AI should amplify educator practice and expertise and should never be used to replace educators.

Suggested Best Practices: Educator Use of AI

- Always begin with the question, "Does using AI in the way I intend lead to me being a more effective educator, or am I only using this because it's easier?" Avoid sacrificing quality for efficiency.
- Consider the biases and any conflicts-of-interest of AI tools used for professional purposes.
- Explore ways that Gen AI can help you differentiate your curricula to meet the diverse needs of your students, including students with disabilities and English Language Learners.²⁷
- Carefully evaluate outputs from Gen AI systems and adapt them to meet the unique needs of your students. Do not abandon your professional discretion and oversight.
- Structure assignments and educational activities to reduce opportunities for plagiarism and Gen AI use. This may include asking for personal reflection from students or evaluating learning processes rather than just assessing a finished product.²⁸ AI detection tools are notoriously unreliable;²⁹ adapting lessons and assessments to new realities better prepares students for a world where Gen AI is ubiquitous.
- Check any information produced by Gen AI for accuracy, bias, and alignment to required standards before providing it to students. For example, if a teacher were to ask a tool to generate a 5th grade reading level passage on the U.S. Civil War for students to read, it would be important to verify the validity of that information for use in your setting before presenting it to students. Gen AI often presents false facts in a very convincing way.
- When using Gen AI to assist with student assessment or to give feedback to students, ensure the decisions on grades and evaluation remain the role of the teacher based on understanding of student progress. AI should not be the primary means of grading, and educators should always be transparent with students about when they use AI for these purposes.
- Be mindful of risks associated with student data privacy. Protect sensitive information and avoid uploading IEPs and other such confidential documents into AI systems unless the terms and conditions explicitly state that no imported data will be shared.

²⁷ See Appendix B for resources

²⁸ *Principles: Ai guidance for schools toolkit*. TeachAI. <https://www.teachai.org/toolkit-principles>

²⁹ *Why you should use caution with AI detectors*. Careful use of AI detectors | Center for Teaching Excellence. <https://cte.ku.edu/careful-use-ai-detectors>

Recommendations for Professional Learning

None of the guidance on teacher or student use of AI on the previous pages is possible if educators are not educated on Gen AI systems and how to use them ethically and effectively. Motivating educators to want to learn about these topics is key. The Task Force believes that those who serve students in our public schools are already overwhelmed and overworked. Any recommendations for professional learning should not be seen as suggestions to add to existing educator workload or increase mandates tied to teacher certification.

Suggested Best Practices: Educator Professional Learning

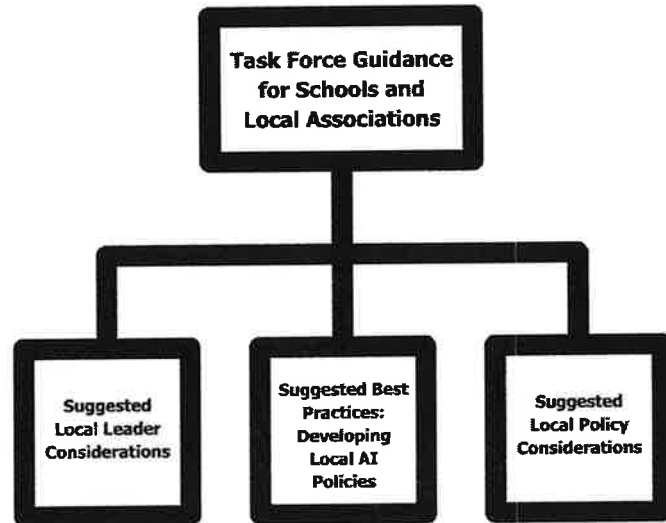
- Offer opportunities for in-service educators to learn AI Literacy, including how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.³⁰
- Update pre-service teacher course curricula to include AI Literacy that covers the above topics.
- Incorporate educator guidance and feedback into the planning of professional learning opportunities on AI.
- Provide opportunities for educators to learn both proficiency with Gen AI tools and how to implement them effectively and ethically in the education process.
- Develop modules that help educators understand how to navigate Gen AI use in specific subject areas, various student age ranges, and with diverse learners.
- Include adequate planning time in schedules to allow teachers opportunity to effectively design quality instruction that incorporates AI and engage in collaborative lesson planning.
- Identify educators who are effectually using AI in lessons and provide the chance for them to provide peer-led workshops on those practices for others.
- Allow educators to visit nearby schools in which AI is being used well and to attend conferences that provide professional learning sessions on Gen AI.
- Model effective uses of Gen AI with educators rather than solely presenting through lecture and demonstration. Educators are more likely to be effective in using pedagogical models that they have experienced.

³⁰ See Appendix B for resources

Guidance for Schools and Local Associations

Educator and student use of AI systems in Pennsylvania public schools, as well as the impact that use has on the working conditions of school employees, is heavily influenced by local policies and negotiated Collective Bargaining Agreements (CBAs). We believe local AI guidelines and policies should be driven by the expertise of educators to mitigate potential harmful unintended consequences. Any changes to CBA language should be carefully considered in consultation with a local association's Uniserv representative.

The recommendations below are divided into three sections. The first section includes considerations for local association leaders as they look to protect members and the broader profession. The next sections are provided as best practices in schools to facilitate the above Guidance for Teaching and Learning. These include suggestions for developing processes to examine and create or update local policies related to AI and recommendations on content to consider including in those school policies.



Suggested Local Association Leader Considerations

- Explore protections against AI being used to replace or devalue the role human educators in the educational process. This may include defining that AI systems in school be used at the professional discretion of educators and not as replacements for the important work they do.
- Ensure educators have agency in determining technologies available to them for planning, instructional, and other educational purposes and in any decisions made on how those tools will be used.
- Seek protection against AI tools being used in teacher evaluations, educator hiring decisions, and other personnel matters.
- Shield educators from increases in workload due to additional training requirements, inappropriate student use of AI, or monitoring student use of AI tools.
- Consider impact bargaining if necessitated by changes in school or district technology policies.
- Protect the privacy of bargaining unit member data when using AI tools for school purposes.
- Request that information on data privacy and security obtained by the school, district, or institution be shared with the association.
- Connect members to PSEA and NEA AI literacy professional learning modules and resources so they better understand how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.
- Review LEA policies to ensure compliance with FERPA, COPPA, CIPA, IDEA, and Section 504 when Gen AI models are used.

Suggested Local Association Leader Considerations (continued)

- Set limits on the collection and selling of data collected by LEA contractors and LEA approved technology tools.
- Advocate for professional learning on AI literacy and implementation that allows for educator choice and differentiation rather than standardized school/district mandates to which all are expected to conform.
- Defend educator autonomy by ensuring bargaining unit members can uphold academic integrity principles and regulate the use of Gen AI so it does not undermine the development of critical thinking skills.
- Ensure school/district policies reflect ethical AI implementation.

Suggested Best Practices: Developing Local AI Policies

- Develop local review committees to regularly examine AI's impact on education and to update local policy. Educators and their unions should be integral to this process. Since educators serve at the intersection of where those policies meet practice, they are in the best position to provide feedback on effectiveness and flag unintended consequences of those policies.
- Review current Acceptable Use Policies (AUPs) to determine whether it is necessary to update existing policy to specifically cover AI use or whether an additional AI Acceptable Use Policy should be created to supplement the existing AUP.
- Protect critical thinking, social-emotional health, and interpersonal skills by centering human teaching and learning in policies. AI should be a tool that is brought into the education process by educators when deemed necessary, not the focus of teaching practices.
- Evaluate AI guidance from Pennsylvania governmental agencies such as the recently formed Joint State Government Commission Advisory Committee on AI,³¹; other state agencies, and non-governmental organizations.³²
- Provide opportunities for all involved on review committees to collaboratively develop AI Literacy and have thoughtful conversations about how local policy supports this literacy. Having administrators, education association members, education support professionals, students, and other stakeholders learning about AI and reflecting on school practices together allows for better understanding of different perspectives.
- Ensure the review committee includes diverse perspectives, especially from woman, people of color, and other groups who are underrepresented in Gen AI outputs and AI system coders.³³
- Fairly compensate educators who serve on review committees for their time.

³¹ *Bill Information (history) - house Resolution 170; regular session 2023-2024*. The official website for the Pennsylvania General Assembly. https://www.legis.state.pa.us/cfdocs/billInfo/bill_history.cfm?syearch=2023&isind=0&body=H&type=R&bn=170

³² See Appendix B for resources

³³ *Diversity is critical for the future of ai*. Knowledge at Wharton. <https://knowledge.wharton.upenn.edu/article/diversity-is-critical-for-the-future-of-ai/>

Suggested Local Policy Considerations

- Establish school, district, and/or institution review boards to assess AI tools for fairness, accuracy, and compliance with both data privacy laws and state educational standards.
- Ensure education decisions remain driven by human expertise and are subject to human review. For example, grading, discipline decisions, teacher evaluations, and letters of recommendation, should be human-driven and not driven by AI systems.
- Schedule regular reviews of any AI tools used in the school, district, or institution for compliance with legal and ethical data protection standards.
- Define ethical use, including academic integrity standards, in AI Acceptable Use Policies.
- Prioritize student and educator safety, well-being, and mental health over technology. For example, put restrictions on replacing school counselors with Gen AI³⁴ and how much time students spend interacting with AI systems.
- Provide regular training for all educators, including administrators, on AI literacy, including how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.³⁵
- Incorporate professional learning for all staff, including administrators, recognizing misinformation, disinformation, and biased information when using digital technologies, including Gen AI.
- Require transparency reports that disclose how AI models function, what data is collected, how that data is shared to outside sources, what data was used to train the model, and potential output biases from any companies or vendors used in the school/district/institution.
- Include opportunities for parents and the community to become educated in AI literacy. This can help outside stakeholders understand local decisions better and create partners that can help students use AI more safely outside of school hours.
- Account for the additional time it takes for educators to learn AI literacy, review students' work for Gen AI influence, and effectively and ethically incorporate new technologies into teaching when developing educator schedules.
- Tailor policies to align with the different cognitive and emotional needs of various age groups.
- Pilot AI systems and seek feedback from educators and students before full adoption.
- Establish policies for equitable access to approved technologies. This includes access to AI tools themselves, devices, and adequate internet.
- Consider how to develop future Gen AI workforce skills while maintaining academic integrity.
- Designate those who are responsible for monitoring technological innovations that can assist those with disabilities or English Language Learners have equitable access to the curriculum.
- Protect educator autonomy by establishing that use of Gen AI in the learning process is determined by the professional discretion of educators.

³⁴ *When there's no school counselor, there's a bot.* Wall Street Journal. <https://ground.news/article/when-theres-no-school-counselor-theres-a-bot>

³⁵ See Appendix B for resources

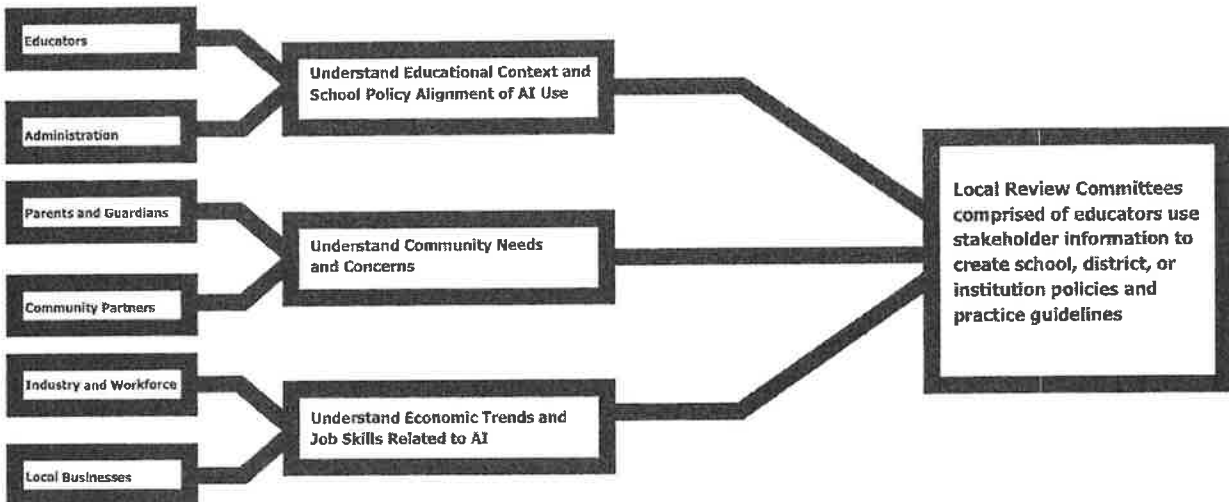
Guidance for Communication with Community and Stakeholders

Successful initiatives in public schools and universities require community support. That support, especially regarding Gen AI, must be built with productive two-way communication between schools/districts/institutions and all internal and external stakeholders. This is a delicate balance. Overreliance on stakeholder feedback from inside the school, such as professors, teachers, support staff, and students can lead to a misalignment with workforce needs and unprepared graduates. However, the danger of overreliance on external stakeholders is even greater. Non-educators are not qualified to dictate what AI tools should be used in schools nor how they are used within the learning process. Feedback from parents, industry, non-profit organizations, and AI companies should be carefully considered, but on education matters, their feedback should not supersede the expertise of professional educators.

Finding a way to incorporate future job skills information from economic think tanks and AI implementation guidance from technology companies into local policy is complicated by the divergent goals of industry and public education. Gen AI has obvious benefits to companies looking to reduce labor costs by replacing workers. This does not match the aims of public education to develop the capacity of students as unique individuals who can lead happy, successful lives and contribute to society. Additionally, public education has a responsibility to properly prepare students to thrive in our future economy, which will likely be heavily intertwined with AI, as part of their civic contribution.

The Task Force's guidance on communication with community and stakeholders is designed to help schools, districts, and higher education institutions navigate these issues. These suggested best practices provide guidelines for developing a communication feedback loop with those outside our schools, whereby information from stakeholders is considered when implementing AI systems and all stakeholders have transparency into how schools, districts, and institutions apply that information.

Gathering Information on AI Systems and Workforce Needs from Stakeholders



Suggested Best Practices: Communication with External Stakeholders

- Partner with other education institutions, libraries, businesses, and non-profit organizations to provide community education on spotting misinformation and AI literacy, including how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.³⁶ If possible, use existing technology infrastructure to give community members hands-on experience with the AI tools that students are using.
- Allow students who have learned to be proficient in the use of Gen AI tools the opportunity to teach local community members.
- Develop community advisory committees to discuss AI topics that include educators (within the context of CBAs), students, parents, local business leaders, and other external stakeholders. These committees might discuss local workforce needs, data privacy, ethical implications, academic integrity, or other issues related to Gen AI use. These groups would not set policy but could provide input and recommendations for those who do.
- Stay current on trends regarding the needs of the current and future workforce and evaluate programs, policies, and practices.^{37 38}
- Read research from universities and non-governmental agencies to understand the environmental impact of Gen AI usage, how that will affect your local community, and consider that information when determining local policies and practices.^{39 40}
- Invite former graduates who use Gen AI in their occupations to share their experiences with students and educators. This can be done in-person or via videoconferencing tools.
- Create mentorship programs for students in workplaces that have integrated AI systems. Provide opportunities for students who go through these mentorships to give feedback on how school/district/institution AI use aligns with their workforce experience.
- Keep parents and local community members informed about changes to statewide and federal legislation that impacts AI use in schools, as well as any changes to local policies.
- Engage with existing media outlets to promote innovative Gen AI integration and success stories.
- Communicate with other area educational institutions to share best practices and get feedback on AI implementation.
- Provide parents and guardians with guidelines for managing their children’s use of Gen AI and social media outside of school.
- Ensure parents and guardians, as well as their students, fully understand school/district/institution AI Acceptable Use Policies and academic integrity standards.

³⁶ See Appendix B for resources

³⁷ *Future of jobs report 2025: The jobs of the future – and the skills you need to get them*. World Economic Forum. (2025a, January 8). <https://www.weforum.org/stories/2025/01/future-of-jobs-report-2025-jobs-of-the-future-and-the-skills-you-need-to-get-them/>

³⁸ *Future of work | OECD*. Future of Work. (n.d.). <https://www.oecd.org/en/topics/policy-issues/future-of-work.html>

³⁹ *AI has an environmental problem. Here’s what the world can do about that*. United Nations Environment Programme. <https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about>

⁴⁰ *Research guides: A guide to artificial intelligence (AI) for students: Environmental impacts*. Environmental Impacts - A Guide to Artificial Intelligence (AI) for Students - Research Guides at East Carolina University Libraries. <https://libguides.ecu.edu/c.php?g=1395131&p=10318505>

Appendix A – Glossary of Terms

Academic Integrity: The ethical code and moral principles that govern academic institutions, ensuring honesty and fairness in education.

Algorithmic Bias: Systematic errors or prejudices in AI systems that can lead to unfair outcomes.

Artificial Intelligence (AI): The simulation of human intelligence processes by machines, especially computer systems. This includes learning, reasoning, and self-correction.

AI Acceptable Use Policy (AUP): Guidelines and rules set by an organization to regulate use of AI.

AI Detection Tools: Software designed to identify the use of AI-generated content, often used to detect plagiarism or verify the authenticity of student work.

AI Hallucinations: When AI systems generate false/misleading information that appears to be accurate.

AI Literacy: The knowledge and understanding of how AI systems work, including awareness of biases in algorithms and the ethical/responsible use of AI.

CIPA (Children's Internet Protection Act): A federal law that requires schools and libraries to implement internet safety policies to protect children from harmful online content.

Collective Bargaining Agreement (CBA): A contract between an employer and a union representing employees, outlining the terms of employment, working conditions, and other workplace rules.

COPPA (Children's Online Privacy Protection Act): A federal law that imposes certain requirements on operators of websites or online services directed to children under 13 years of age.

Data Privacy: The protection of personal information from unauthorized access and disclosure.

Ethical AI: The practice of developing and using AI systems in a manner that is morally sound, ensuring fairness, transparency, and accountability.

FERPA (Family Educational Rights and Privacy Act): A federal law protecting student education record privacy.

Generative AI (Gen AI): A subset of AI that uses large amounts of data to generate outputs such as text, images, and videos that were previously created by humans.

IDEA (Individuals with Disabilities Education Act): A federal law that ensures students with disabilities are provided with Free Appropriate Public Education that is tailored to their individual needs.

Impact Bargaining: Negotiations between employers and unions regarding changes in workplace conditions that affect employees.

Large Language Models (LLMs): AI programs trained on massive datasets to understand and generate human language.

Machine Learning: A type of AI that enables systems to learn and improve from experience without being explicitly programmed. It involves algorithms that can identify patterns and make decisions.

Predictive AI: A branch of machine learning that uses data to predict future behavior or outcomes. Commonly used in social media to customize content and advertisements.

Section 504: A part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability in programs and activities that receive federal money.

Transparency Reports: Documents that disclose how AI models function, what data is collected, how it is shared, and potential biases in the outputs.

Appendix B – Curated Resources

The Task Force is sharing these by way of example and has not fully vetted these resources. The views and opinions expressed in any linked documents or articles are those of the respective authors and do not necessarily reflect the Task Force’s positions.

AI Guidance from Other Education Stakeholders and Government Agencies

Pennsylvania Governor AI Pilot Program for State Employees	Pennsylvania Government AI pilot program launch
Pennsylvania Governor Executive Order 2023-19 on Expanding Use of AI within the Commonwealth of Pennsylvania	Pennsylvania executive order creating a generative AI governing board
Pennsylvania Governor Shapiro Administration's Framework for Ethical AI Use	Core principles for AI use in Commonwealth workplaces
Council of Chief State School Officers – AI Resource Hub	A curated list of guidance documents from various states and organizations
Teach AI - AI In Education Guidance and Policy Tracker	A curated list of guidance documents from states and countries
Gwinnett County Public Schools - Human Centered Artificial Intelligence	Georgia public K-12 school district’s approach to human-centered AI use
National Education Association - Report of the NEA Task Force on Artificial Intelligence in Education	NEA Report on impact and use of AI in education
Education International – Unintended Consequences of Artificial Intelligence and Education	Overview of the international AI landscape related to education
National Education Policy Center - Time for a Pause	Recommendation for regulation and oversight of AI in schools
T20 Policy Brief: Fostering a Federated AI Commons Ecosystem	How AI can be redirected toward equitable, decentralized, and community-driven alternatives to big tech
Blueprint for an AI Bill of Rights in Education	Proposed safeguards for AI use in education by a University of Kansas professor

AI Large Language Models (LLMs)

ChatGPT	Open AI’s LLM
Claude	Anthropic’s LLM
Copilot	Microsoft’s LLM
Gemini	Google’s LLM
Perplexity.ai	Perplexity’s LLM
Pi.ai	Inflection’s LLM designed to be friendly, supportive, and engaging

AI Literacy Resources

<u>AI Literacy Institute - Literacy Framework</u>	Guides AI Skill-Building based on UNESCO's Digital Literacy Framework
<u>AI for Education - Free Resources for School or Classroom</u>	A collection of resources/tools/training materials/insights into implementing effective AI into educational settings
<u>Georgia Tech University - AI Unplugged</u>	Free, accessible activities/materials designed to teach fundamental artificial intelligence and machine learning concepts without requiring computers.
<u>University of Adelaide - AI Literacy Framework</u>	A Student AI Literacy Framework with essential skills for understanding, applying, evaluating, and ethically using artificial intelligence
<u>UNESCO - AI competency framework for teachers</u>	Approaches to developing AI literacy for teachers
<u>University of Charlotte - Classroom Strategies to Promote Responsible Use of AI</u>	Classroom Strategies to Promote Responsible Use of AI
<u>Educause Review - Framework for AI Literacy</u>	A four-tiered AI literacy framework for progressive skill development
<u>POLITICO - Finland's grand AI experiment</u>	Finland's national initiative to educate citizens on AI usage
<u>Patterns Open Access Journal - "GPT detectors are biased against non-native English writers"</u>	Peer reviewed study: Bias in AI detection tools against non-native English writers
<u>ISTE - Grade Level AI and Digital Citizenship</u>	Simple Starters for AI Literacy and Digital Citizenship Learning in K-12
<u>Coursera - AI Ethics</u>	Basic AI ethics definitions and explanations of why they matter
<u>American Psychological Association - Addressing Equity and Ethics in AI</u>	Addresses equity and ethics in AI by recognizing shared human and algorithmic bias
<u>Common Sense Education - Training Course: AI Basics for K-12 Teachers</u>	A foundational course designed to understand the basics of AI and its impact on education
<u>Common Sense Education - AI Literacy Lessons for Grades 6-12</u>	Nine lessons that will help students think critically about AI and its impact
<u>Massachusetts Institute of Technology - AI + Ethics - middle school curriculum</u>	Open-source lessons to teach middle school students about AI and ethics
<u>Massachusetts Institute of Technology - AI Literacy Units</u>	Open-source learning units for K12 AI Literacy available under Creative Commons licensing

Cornell University - Center for Teaching
Innovation Committee

Proposes a flexible framework for instructors to *prohibit, to allow with attribution, or to encourage* Gen AI use

AI Literacy Resources (continued)

<u>Edutopia - Guiding Students to Develop AI Literacy</u>	An article by Rachele Dean Poth that discusses developing AI literacy skills for students, including through modeling and exploring
<u>White House Office of Science and Technology Policy - Blueprint for an AI Bill of Rights</u>	A framework outlining five core protections in AI systems
<u>US Department of Defense - CDAO Releases Responsible AI (RAI) Toolkit for Ensuring Alignment with RAI Best Practices</u>	Department of Defense guidelines for responsible AI design, deployment, and monitoring
<u>Magic School AI - AI Literacy and Digital Citizenship for Students</u>	Student learning opportunities on AI literacy and digital citizenship through questioning, researching, debating, and more
<u>Teaching AI for K-12 Portal</u>	UNESCO & Ericson AI learning/teaching portal
<u>Stanford Graduate School of Education - Empowering Students through AI Literacy</u>	A collection of co-designed, free AI Literacy resources about AI for high school teachers to help students explore, understand, question, and critique AI
<u>National Artificial Intelligence Advisory Committee Recommendations: Enhancing AI Literacy for the United States of America</u>	NAIAC on enhancing AI Literacy in Education
<u>CyberAI4K12 - AI & Cybersecurity for teens</u>	A curricular activity sequence integrating AI and cybersecurity for high school

AI Resources for Differentiating Learning (by purpose)

General Differentiation

<u>SchoolAI</u>	Free / premium versions for planning, activities, differentiation, assessments, and more
<u>Magic School</u>	Free / premium versions for planning, activities, differentiation, assessments, writing IEPs, communication, and more
<u>Diffit</u>	Free / premium versions for differentiation of grade level content
<u>Colleague AI</u>	Free / premium versions for planning, activities, differentiation, assessments, writing IEPs, communication, and more

AI Resources for Differentiating Learning (by purpose) (continued)

General Differentiation

<u>Brisk Teaching</u>	Free / premium AI Chrome Extension to help teachers with curriculum, feedback, differentiation, & more from apps and websites you're already using
<u>Eduaide AI</u>	Free / premium versions to simplify lesson planning, resource creation, and feedback
<u>Quizizz AI</u>	Free / premium versions to generate quizzes from topics/texts you input, allowing for differentiation and language variation
<u>Khanmigo</u> (Khan Academy AI Tutor)	Free / premium versions for individualized tutoring support at students' level, with an emphasis on scaffolding questions and rephrasing prompts for ELLs and students with disabilities
<u>Canva</u> for Education with Magic Design	Free resource for customized visual aids, graphic organizers, vocabulary cards, etc., differentiated by need and language
<u>QuillBot</u>	Free tool to strengthen writing and boost productivity without sacrificing authenticity
<u>Smmry.com</u>	Free / premium versions for summarizing long content into brief, clear insights
<u>Read&Write for Google Chrome</u>	Free / premium extension tool to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF & ePub) more accessible
<u>Rewordify.com</u>	Free site that improves reading, learning, and teaching
<u>Padlet Sandbox - Digital Canvas and Jamboard Alternative</u>	Free / premium collaborative digital canvas with tools for drawing, writing, and adding media

AI Resources for Differentiating Learning (by purpose) (continued)

Read Aloud

Speechify	Free / premium website and Chrome Extension that turns any text into audio
Speakable	Free site that turns documents, vocabulary lists, questions, and more into interactive activities that provide students with instant feedback

Dyslexia, Dysgraphia, and/or Cognitive Disabilities

Co:Writer	Free / premium predictive text AI that helps students with dyslexia, dysgraphia, or cognitive disabilities write more fluently
Grammarly	Free / premium language and writing assistant for dysgraphia and dyslexia
Goblin Tools	Free website that breaks down to-do lists into manageable tasks

Visual Impairment

Be My AI™: The Next Evolution in Accessibility	Free app that brings state-of-the-art visual descriptions to people who are blind or have low vision
Seeing AI	Free app that narrates the world around you

Student-facing AI Tools

<u>Brisk</u>	Free chrome extension that provides student free and paid specific tools
<u>Magic School</u>	Free and premium teacher tools to create personalized learning experiences for students
<u>Book Creator</u>	Free - students can create their own books with images, text, and voice
<u>Khan Academy Khanmigo</u>	Free safe and interactive, AI powered tutor tailored for young learners that integrates with math, reading, and science
<u>Canva</u>	Free and premium - Canva's AI tools help students create projects quickly and creatively
<u>Elicit</u>	Free for basic plan - helps with research projects, science fair work, or essay references
<u>Wolfram Alpha</u>	Free resource great for science, math and data analysis questions
<u>Quizlet</u>	Free study tool that uses AI to create flashcards, practice tests, and other study aids
<u>School AI</u>	Free for educators - homework help, writing assistance, study tools - create quizzes, generate ideas for projects, and adapts to the student's level and pace
<u>Grammarly</u>	Free and premium - helps students improve essays, emails, and assignments with grammar, tone, and clarity feedback
<u>Revisely</u>	Upload an image, take a picture, or provide a PDF, and let our AI make flashcards for you free with no account
<u>Snorkl</u>	Free and premium - gives instant feedback on student explanations prompting them to think deeper
<u>Notebook LM</u>	A powerful AI tool to summarize complex documents, answer specific questions about them, and transform them into briefings, study guides, or podcasts

Teacher-facing AI Tools

<u>AI for Education</u>	A resource hub dedicated to helping educators responsibly integrate artificial intelligence into teaching, learning, and school leadership
<u>Teachai.org</u>	Toolkit designed to help school leaders and teachers create thoughtful guidance to help their communities with AI
<u>ISTE (International Society for Technology in Education)</u>	Classroom guides for teachers w/ innovative resources about teaching w/ AI
<u>Magic School</u>	AI Tool for teachers to help lesson plan, differentiate, write assessments, write IEPs, communicate, & more
<u>Brisk</u>	AI Chrome Extension to help teachers with curriculum, feedback, differentiation, & more from apps and websites you already use
<u>School AI</u>	AI platform designed for K12 Educators and students with built-in monitoring & controls
<u>ChatGPT (Teaching with AI)</u>	Guide for teachers & ChatGPT—includes suggested prompts, how ChatGPT works & limitations, & efficacy of AI detectors & bias
<u>Curipod</u>	AI tool to generate a ready-to-play, interactive lessons specifically for educators
<u>Diffit</u>	AI tool for differentiating instructional materials, saving time & helping students access grade level content
<u>Goblin Tools</u>	Collection of simple, single-task AI tools to help neurodivergent people with difficult tasks
<u>Cult of Pedagogy - 6 Ed Tech Tools to try in 2025</u>	A collection of noteworthy AI tech tools in 2025
<u>aiEDU</u>	Toolkit to help educators to understand, use, and shape AI through accessible education and hands-on learning experiences
<u>Snorkl</u>	AI tool to give students ability to record voice & visually represent thinking on whiteboard & get feedback
<u>University of Sydney - Free AI for Educators Course</u>	Resource designed for educators by educators, created to support the responsible use of generative AI in teaching and learning
<u>Common Sense Education</u>	Free research-based resources—including K–12 digital citizenship curriculum, edtech reviews, and professional development tools
<u>Notebook LM</u>	AI-powered research and writing assistant that works best with the sources you upload

PSEA Artificial Intelligence Task Force Members

Michael Soskil, Chairperson	PSEA Board of Directors
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PSEA Artificial Intelligence Task Force Meeting Dates

October 4 and 5, 2024
December 6 and 7, 2024
January 11, 2025 (Virtual)
March 14 and 15, 2025
April 25 and 26, 2025

**Testimony Before the Pennsylvania House Education Committee
Artificial Intelligence in Education**

Dr. Mark P. Holtzman
Superintendent, Hempfield Area School District

Hempfield Area School District
Westmoreland County, Pennsylvania
Approximately 5,300 students across nine schools
Approximately 40% economically disadvantaged students

April 21, 2026

Good morning Chairman, Minority Chair, and distinguished members of the Pennsylvania House Education Committee. Thank you for the opportunity to provide testimony regarding artificial intelligence in education and how public school systems are responding to this rapidly evolving landscape.

I serve as superintendent of a large public school district in western Pennsylvania, located in the greater Pittsburgh region. Our district serves approximately 5,300 students across more than 90 square miles and nine schools, reflecting a combination of suburban and rural communities. Approximately 40 percent of our students are economically disadvantaged. This context is critical, as it underscores both the opportunity and responsibility we have to ensure equitable access to emerging technologies that will shape students' futures.

Artificial intelligence is no longer a future concept. It is actively reshaping how information is created, consumed, and evaluated across nearly every sector. It is influencing workforce expectations, postsecondary readiness, and civic engagement. As educators, we must ensure students are not only users of these tools, but also critical thinkers who understand their capabilities, limitations, and ethical implications.

Artificial intelligence is already embedded in the tools students and educators use daily. As a result, schools must focus not on whether AI exists in education, but on how it is used responsibly and effectively.

In our district, we have implemented a structured "traffic light" framework to guide AI use. Green represents appropriate instructional and productivity uses that support teaching and learning. Yellow represents conditional use requiring teacher guidance, structured parameters,

and instructional oversight. Red represents prohibited use that undermines academic integrity, violates data privacy, or replaces essential learning processes.

This framework provides clarity while preserving flexibility for innovation and professional judgment. It is intentionally designed to evolve as technology continues to advance. In addition, it serves as a critical communication tool for our families. We are actively engaging parents and guardians to help them better understand how artificial intelligence is being used in the classroom and how they can support responsible decision making at home. By providing clear expectations and a shared language through this traffic light approach, we are empowering families to partner with schools in guiding students' use of AI in both academic and personal contexts.

From an instructional perspective, artificial intelligence is already enhancing teaching and learning. Educators use tools such as ChatGPT, MagicSchool AI, TeachFX, Diffit, Gemini, NotebookLM, and SchoolAI to support lesson planning, differentiate instruction, and design assessments aligned to academic standards.

These tools allow teachers to create more personalized learning experiences by adapting content for multiple learning levels without reducing rigor or expectations. This approach promotes active student engagement, as students are better able to access content, participate meaningfully, and take ownership of their learning. This is especially valuable for supporting students with disabilities, English language learners, and students in need of enrichment opportunities.

Artificial intelligence also helps reduce administrative workload for educators. By streamlining tasks such as drafting instructional materials, creating rubrics, and generating communication

templates, teachers are able to devote more time to direct instruction, meaningful feedback, and building relationships with students.

Students are also engaging with artificial intelligence in meaningful and increasingly sophisticated ways. They use AI to brainstorm ideas, organize writing, break down complex texts, and receive scaffolded explanations of academic content.

At the same time, we are intentional about teaching responsible use. Students are explicitly taught to evaluate accuracy, identify bias, understand the limitations of AI systems, and maintain academic integrity. These skills are essential for success in both postsecondary education and the workforce.

Artificial intelligence also has emerging applications in school safety as part of a broader, layered approach that includes human oversight, established protocols, and comprehensive safety planning. In our district, we are currently piloting an AI-supported weapons detection system through Curvepoint at five primary entrances of our high school.

This pilot program, which has emerged out of research and innovation connected to Carnegie Mellon University, utilizes existing wireless infrastructure to help identify potential concealed weapons as individuals enter the building. The goal is to enhance situational awareness and provide an additional layer of security during high-traffic entry times.

While no single solution can guarantee safety, tools like this can support faster identification of potential concerns and allow staff and school police officers to respond more quickly and effectively. Importantly, this technology is being implemented thoughtfully, with careful attention to student privacy, transparency, and alignment with our existing safety protocols.

Looking ahead, our district is investing in a major transformation of the high school experience through the development of a 70,000 to 80,000 square foot innovation center focused on emerging fields such as artificial intelligence, advanced manufacturing, engineering, and health sciences.

This center will provide students with authentic, project-based learning experiences aligned to workforce needs. Students will have opportunities to earn industry-recognized credentials, participate in internships, and engage in real-world problem solving.

We are also strengthening partnerships with our local career and technical center to expand pathways to apprenticeships, certifications, and dual enrollment opportunities. These partnerships are essential to ensuring students graduate both college- and career-ready.

To support this work, we respectfully identify several areas where Commonwealth support is critical: professional development for educators; infrastructure and cybersecurity investment; equitable access to emerging technologies; educator involvement in policy development; and innovation grants or pilot programs. Equally important at the local level is strong school board support and collaboration. The successful implementation of emerging technologies such as artificial intelligence requires thoughtful governance, clear policy direction, and a shared commitment to innovation that prioritizes student learning, safety, and community trust.

In closing, artificial intelligence presents both significant opportunity and responsibility. When implemented thoughtfully, it can strengthen instruction, improve efficiency, enhance safety, and better prepare students for the future.

Our responsibility as educators is to ensure these tools are used ethically, equitably, and in ways that strengthen human learning rather than replace it.

Thank you for your time, your leadership, and your continued commitment to the students of Pennsylvania.

Dr. Mark P. Holtzman

Superintendent, Hempfield Area School District



TESTIMONY OF THE
PENNSYLVANIA SCHOOL BOARDS ASSOCIATION
BEFORE THE HOUSE EDUCATION COMMITTEE ON
ARTIFICIAL INTELLIGENCE IN K-12 EDUCATION

APRIL 21, 2026

JAMES SCHEIRER
PSBA CHIEF INNOVATION OFFICER

Chairman Schweyer, Chairman Cutler, and members of the Pennsylvania House Education Committee, my name is James Scheirer, and I serve as the Chief Innovation Officer for the Pennsylvania School Boards Association (PSBA). PSBA is a statewide, nonpartisan, nonprofit association representing public school boards across the Commonwealth of Pennsylvania. In my role, I work to identify, evaluate, and guide the responsible adoption of emerging technologies, including artificial intelligence, in our public schools.

I am grateful to the Committee for the opportunity to submit this written testimony on one of the most consequential technology issues currently facing Pennsylvania's public schools. Specifically, I'd like to focus on:

- Rapid integration of artificial intelligence into our classrooms;
- Administrative operations; and
- Vendor ecosystems.

This testimony reflects both the promise and the very real responsibilities that AI adoption carries for students, educators, school boards, and the communities they serve.

Overview

The emergence of Generative Artificial Intelligence (AI), and its rapid adoption across virtually every sector of society, has fundamentally altered the landscape of public education in Pennsylvania and across the nation. Since the public release of large language model platforms beginning in late 2022, school entities have experienced an unprecedented acceleration in both the availability of AI-powered tools and the pressure to adopt them. This moment presents genuine opportunities for more personalized student learning experiences, reduced administrative burden, and powerful new analytic capabilities for district leadership.

At the same time, AI has introduced equally serious risks to student data privacy, equitable access, the integrity of the educational experience, and the long-term fiscal health of districts that adopt AI tools without adequate governance structures in place.

Pennsylvania school districts are not navigating the AI landscape uniformly. According to PSBA's 2026 State of Education report, slightly more than half of school districts said that they have integrated AI into classrooms, programs or activities. Even among those districts adopting AI, some have moved swiftly, deploying AI tools in classrooms and administrative offices with enthusiasm but without policy guardrails. Others have taken a more cautious approach, waiting for clearer guidance from state and federal authorities. In both cases, districts are looking to Harrisburg for leadership, guidance, and frameworks that help them harness AI responsibly and protect the students, staff, and communities in their care.

Educational Benefits of AI

When implemented thoughtfully, AI offers meaningful benefits across every dimension of the educational enterprise. For students, AI-powered platforms can deliver genuinely personalized learning pathways. Identifying gaps in comprehension, adapting instructional content in real time, and providing students with immediate, targeted feedback that no single teacher managing a classroom of twenty-five or thirty students can feasibly provide alone. Students with learning differences and disabilities stand to benefit significantly, as AI tools can adapt to diverse communication styles, support students with visual, auditory, or processing challenges, and help bridge gaps that have historically gone unaddressed.

In the classroom, AI can assist teachers by automating routine assessment tasks, generating differentiated lesson materials, flagging early warning indicators for students at academic or behavioral risk, and reducing the time educators spend on documentation so they can invest more energy in direct student engagement. Teachers should not be displaced by AI. They are and will remain the irreplaceable cornerstone of education, but they can be meaningfully unburdened by it.

For district administration, the potential is equally compelling. AI-driven analytics can enhance budget forecasting, facility planning, human resources decision-making, and student outcome monitoring. Superintendents and board members can access data-informed dashboards that previously required significant staff time to compile; freeing district leadership to make faster, more confident decisions in service of their communities.

Comprehensive AI Governance Frameworks

As districts across the Commonwealth evaluate and adopt AI tools, it has become clear that existing governance frameworks are insufficient to address the full scope of considerations that responsible AI adoption demands. Many districts are working from a narrow risk-versus-reward calculus, assessing whether a particular tool is likely to cause harm weighed against its instructional potential. While that threshold is a starting point, it falls well short of what is needed.

PSBA strongly urges the Commonwealth to support the development and adoption of comprehensive AI governance frameworks for school entities. Frameworks that address not just risk and student reward, but the full matrix of stakeholders and outcomes. A complete AI governance model for Pennsylvania schools should evaluate and articulate:

- Direct benefits to student learning outcomes;
- Operational and strategic benefits to administrative staff, the impact on and benefits to the broader community;
- Specific data risks associated with each AI deployment;
- Potential financial exposure to the district in the event of a data breach or unauthorized disclosure; and

- Mechanisms for ongoing oversight, review, and policy revision as AI technology continues to evolve.

Without governance frameworks that reflect this full scope, districts will remain vulnerable to making adoption decisions that are expedient in the short term but costly; financially, legally, and reputationally in the long term.

Strengthening EdTech Contract Management

One of the most immediate and practical areas where the General Assembly can provide meaningful protection to Pennsylvania students and school entities is in the area of EdTech vendor contract standards. The rapid proliferation of AI-integrated software platforms has created a situation in which school entities, often under-resourced in their legal and technology departments, run the risk of signing contracts that expose student data, transfer data ownership rights, and create contractual obligations that do not reflect the public's interest.

PSBA recommends that the Commonwealth establish clear, enforceable standards for all EdTech vendor contracts entered into by public schools. These standards should require, at minimum:

- EdTech vendors are granted access only to the specific student data categories that are necessary for the contracted service, with no access to unnecessary or ancillary data.
- Contracts explicitly identify what data, if any, may be transmitted to or processed by the vendor's third-party AI platforms.
- The handling, storage, and retention of any data created through the use of the vendor's software is governed by the school entity's own data policies and that contracts contain express written prohibitions on the sale, licensing, or transfer of student data for any commercial purpose, without exception.
- All data generated through the use of school entity software remains the sole property of the school entity, not the vendor.
- Contracts require the complete and verifiable destruction of all school entity and student data upon contract termination.
- Early termination fees are waived or eliminated when the school entity provides documented evidence of vendor non-compliance, service failure, or breach of data terms.
- School entities retain the unqualified right to retrieve all of their data in full prior to the termination of any contract.

The adoption of these standards would represent a transformative step forward in the protection of Pennsylvania students' privacy and the fiscal protection of school entities operating in an increasingly complex technology procurement environment.

Shifting the Perception of AI from Short-Term Tool to Long-Term Solution Platform

There is a prevailing tendency, both in vendor marketing and in the way school entities have approached adoption, to frame AI as a tool that solves a specific, immediate problem. A school entity identifies a challenge, such as low reading proficiency scores or inefficient scheduling, and it purchases an AI product designed to address that challenge. While this transactional approach is understandable given the budget constraints and operational pressures facing most school entities, it leads to a fragmented and ultimately unsustainable technology ecosystem.

PSBA encourages Pennsylvania policymakers to promote a fundamentally different orientation toward AI adoption, one that focuses on long-term solution platforms rather than short-term problem fixes. AI deployments that are built on flexible, extensible architectures can grow alongside a school entity's evolving needs, addressing today's challenges while remaining capable of responding to problems that have not yet been identified.

This platform-oriented approach demands that school entities evaluate AI vendors not only on the basis of what their products do today, but on the basis of:

- Their roadmap;
- Their interoperability with other district systems;
- Their data portability commitments; and
- Quality of their ongoing support and partnership.

School entities that make purchasing decisions through this lens will realize sustained value, while entities that accumulate disconnected point solutions will face growing costs, data silos, and diminishing returns.

Data Privacy in AI-Enabled School Environments

Data privacy is not a compliance checkbox, it is a core obligation that school entities owe to every student enrolled in their care and every employee who serves them. As AI systems become more deeply embedded in educational and administrative workflows, the volume and sensitivity of the data they touch grows correspondingly. Student behavioral data, learning performance data, disciplinary records, health-adjacent information, and attendance patterns are among the data categories that AI systems may access; each of which carries significant legal protection under FERPA and COPPA.

PSBA urges the Committee to prioritize legislative action that ensures student and administrative data remains within the school entity's direct control at all times. AI systems should process data in environments that the entity can verify and audit, not in opaque cloud architectures where data handling practices are unknown or unverifiable. School entities must have enforceable assurances that data does not leave their purview without

explicit, documented authorization, and that any AI platform operating on entity data has passed a rigorous privacy evaluation before deployment.

The General Assembly has an opportunity to make Pennsylvania a national leader in student data privacy as it relates to AI, and PSBA stands ready to assist in that effort.

Data Management

A significant and underappreciated risk in many school entities' current AI posture is the concentration of data knowledge in a small number of individuals. Often, it's a single technology director or data coordinator who alone understands which data sources the school entity holds, where they reside, how they are structured, and how they feed into various vendor and AI platforms. When that individual leaves the school entity, retires, or is unavailable, the entity's ability to manage, protect, and respond to issues affecting its data is severely compromised.

PSBA recommends that school entities, with the support and encouragement of the Commonwealth, develop and maintain comprehensive data inventories and data management practices that are institutionalized across roles rather than concentrated within individuals. All key stakeholders; including school leadership, board members, curriculum directors, and business administrators, should have working knowledge of the entity's primary data sources, their classification, and their governance requirements. AI governance cannot function effectively if the data environment it is meant to govern is opaque to the very people responsible for overseeing it.

Aligning Existing Administrative Processes and Regulations with AI Adoption

The introduction of AI into school entities does not occur in a regulatory vacuum. Schools operate under a complex and interconnected web of administrative processes, board policies, state regulations, and federal compliance requirements, many of which were written without any contemplation of AI. The result is a growing misalignment between what AI systems do and what current policy frameworks require or permit.

PSBA calls on the Committee to support a comprehensive review of existing legal, regulatory and policy frameworks to identify conflicts, gaps, and inconsistencies that arise from AI deployment. This review should examine, at minimum:

- Records retention policies as they apply to AI-generated content;
- Grievance and appeals procedures as they are affected by AI-assisted administrative decisions;
- Special education compliance obligations in the context of AI-driven assessment;
- Procurement and contract approval processes as they relate to AI vendor acquisitions;

School entities that adopt AI solutions without first aligning them with their existing legal and regulatory obligations create legal exposure that can be costly and difficult to resolve retroactively.

Evaluating the Full Cost of AI while Protecting Information Technology Budgets

The cost of AI adoption in school entities is frequently evaluated through a narrow lens, often measuring the per-seat licensing cost of a curriculum-facing AI tool against its projected instructional benefit. What this evaluation misses is the budgetary impact on the Information Technology function of the district. As AI platforms require expanded infrastructure, increased bandwidth, enhanced security monitoring, additional IT staff expertise, and more rigorous vendor oversight, the costs accumulate in IT budgets, often crowding out the very foundational investments that protect school entity data from breach, ransomware, and unauthorized access.

PSBA urges policymakers and school entity leadership to adopt a total-cost-of-ownership model when evaluating AI expenditures, one that explicitly accounts for the IT infrastructure and security costs associated with each deployment. AI tools procured through curriculum or instructional budgets that result in IT budget shortfalls leave school entities in a position where they are unable to adequately protect the sensitive data that those same AI tools are accessing.

The Commonwealth should provide guidance to school entities on how to account for these full costs, and should consider funding mechanisms that support smaller entities in meeting the IT requirements that responsible AI adoption demands.

Community Engagement and Transparent Approach to AI Communication

Perhaps no single factor will determine the long-term success of AI adoption in Pennsylvania schools more than the degree to which school boards and school leadership engage their communities openly, honestly, and proactively in the transition to an AI-informed learning environment. Families, taxpayers, and community members have a legitimate interest in understanding how AI is being used to educate their children and administer their schools. When school entities fail to communicate this clearly, they invite suspicion, resistance, and erosion of the public trust that school boards depend upon to function.

PSBA recommends that school entities develop and implement community engagement plans specifically designed around AI adoption, plans that are built on a foundation of radical transparency and that utilize a "single pane of glass" communication model. Rather than presenting different information to different audiences through different channels, a single pane of glass approach consolidates data, decisions, policies, and progress indicators into a unified, accessible platform that students, parents, administrators, board members, and community members can all consult from a common point of reference.

This model reduces confusion, eliminates the information asymmetries that breed distrust, and empowers all stakeholders to engage meaningfully in the governance of AI in their schools.

Community engagement must not be a one-time announcement or a public relations exercise, it must be an ongoing, structured, and reciprocal process. School boards should hold public forums specifically dedicated to AI governance, establish standing community advisory structures, and report publicly on the outcomes, including both the successes and the challenges, of their AI initiatives. The transition to an AI-focused learning environment is one of the most significant changes in the history of public education. The communities that fund and entrust Pennsylvania's public schools deserve to be active partners in shaping it.

Conclusion

Artificial intelligence represents both one of the greatest opportunities and one of the most complex challenges that Pennsylvania school entities have ever encountered. Done well, AI adoption can meaningfully improve student outcomes, reduce the burden on teachers and administrators, and help school boards make better decisions in service of their communities. Done poorly, it can expose children's data, drain limited budgets, deepen inequities, and erode the public trust on which public education depends.

The Pennsylvania School Boards Association is committed to helping our members navigate this moment responsibly. We ask the Committee to take the recommendations in this testimony seriously; to advance governance frameworks, contract standards, data privacy protections, budget guidance, and community transparency requirements that give Pennsylvania's school boards and students the foundation they need to succeed in an AI-enabled future.

I thank the Committee for the opportunity to submit this testimony and welcome any questions the members may have. PSBA stands ready to be a resource and partner to the General Assembly as it charts a responsible course forward on artificial intelligence in Pennsylvania's public schools.



Pennsylvania Association of School Administrators

Written Testimony to the House Education Committee

The Impact of Artificial Intelligence in Schools

Dr. Sherri Smith, Executive Director, PASA

April 2026

Chairman Schweyer and Members of the House Education Committee:

Thank you for the opportunity to provide testimony on the impact of artificial intelligence (AI) in Pennsylvania's public schools. My name is Dr. Sherri Smith, and I serve as the Executive Director of the Pennsylvania Association of School Administrators (PASA). PASA serves more than 1,000 school leaders across the Commonwealth including more than 600 sitting school superintendents, assistant superintendents and executive directors.

We are witnessing, in real time, how rapidly emerging technologies are transforming nearly every aspect of our lives. Public education, as a reflection of our broader communities, is experiencing these changes just as profound. Artificial intelligence is no longer a future concept, it is already embedded in classrooms, lesson design, assessment practices, and district operations. Its impact is both promising and complex.

Opportunities for Students and Educators

1. Student Learning

Artificial intelligence presents meaningful opportunities to enhance student learning and expand educational equity:

- **Personalized Learning:** AI can adapt instruction in real time to meet individual student needs, helping to close achievement gaps and support differentiated learning.
- **Instructional Support:** Educators can use AI to generate lesson plans, tailor instructional materials, and analyze student performance more efficiently.
- **Access and Inclusion:** AI-powered translation, speech-to-text, and accessibility tools support English learners and students with disabilities.
- **Career Readiness:** Exposure to AI tools prepares students for a workforce increasingly shaped by automation, data, and emerging technologies.

2. Educator Support and Efficiency

Artificial intelligence also offers significant potential to support educators in their work by reducing administrative burden and increasing efficiency. It can assist with time-intensive tasks such as:

- Drafting lesson plans and instructional materials
- Creating assessments and rubrics
- Providing timely feedback on student work
- Analyzing data to inform targeted instruction

In addition, AI can support on-demand professional growth and supports by offering instructional ideas and strategies, assisting new teachers with planning and classroom management, and facilitating collaboration and resource sharing among educators.

When used thoughtfully, AI can support student learning by allowing educators to devote more time to direct student engagement, relationship-building, and high-quality instruction. It also provides the potential for increased collaboration and resource sharing among educators (both within and outside of any school system).

Educator Challenges Created by AI

Despite its promise, the use of Artificial Instruction introduces several challenges for schools that require careful attention.

Academic Integrity - Educators are under increased pressure and changing expectations to ensure academic integrity and instructional shifts. AI complicates traditional teaching and assessment practices as its tools make it easier for students to generate essays, solve problems, and complete assignments without demonstrating authentic learning. These challenges require educators to redesign assignments to ensure authentic student learning and manage student work that is generated by AI resources.

Teacher Preparedness - Most educators have not received formal training in AI integration, largely due to the rapid pace of technological advancement. This leads to inconsistent implementation and uncertainty about appropriate and effective use in classrooms and best practices.

Data Privacy and Security - Many AI platforms collect and process student data. Without clear guidance and safeguards, schools risk exposing sensitive information. Districts need clarity on recommended tools, data governance, and compliance expectations.

Operational Impacts on School Districts

AI is also creating new demands at the district level:

- **Policy Development:** Districts are rapidly creating policies on acceptable use, academic integrity, and staff responsibilities.
- **Professional Development Needs:** There is a growing demand for training teachers and administrators on AI literacy.
- **Technology Procurement:** Districts must carefully evaluate AI tools for safety, effectiveness, and alignment with educational goals.
- **Community Expectations:** Parents and stakeholders are seeking clear guidance on how AI should (or should not) be used in schools.

These responsibilities are increasing administrative workload without corresponding resources.

Recommendations for State-Level Action

To support responsible and effective AI integration, PASA respectfully offers the following recommendations:

1. Statewide Guidance and Frameworks

Provide clear, consistent and practical guidelines for:

- Ethical AI use in education
- Student data privacy and security protection
- Academic integrity expectations
- Model curriculum (voluntary) to support digital literacy and citizenship

2. Investment in Professional Development

Provide dedicated funding for educator learning in:

- AI literacy
- Instructional integration strategies
- Digital citizenship
- Ethical and responsible use of technology

3. Time and Support for Implementation

Recognize that effective integration requires time for educators to learn, experiment and adapt their instructional practices

4. **Support for Equitable Access**

Ensure all districts, especially rural and under-resources communities, have access to reliable broadband, modern infrastructure, and vetted high-quality AI tools.

5. **Model Policies and Legal Clarity**

Ensure districts have model policies to adopt, reducing duplication of effort and legal uncertainty.

6. **Ongoing Research and Evaluation**

Given the rapid evolution of AI, **partner** with higher education institutions to study:

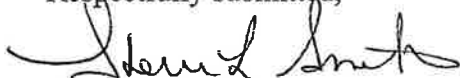
- AI's impact on student learning outcomes
- Effective instructional practices
- Long-term implications for education and the workforce

Artificial intelligence represents both a powerful opportunity and a complex challenge for public education. School leaders are committed to embracing innovation while safeguarding students, supporting educators, and maintaining the integrity of teaching and learning.

With thoughtful leadership, strategic investment, and strong collaboration between the Commonwealth and local districts, Pennsylvania can position itself as a national leader in responsible AI integration in education.

Thank you for your time and consideration. We welcome continued dialogue and partnership on this important issue.

Respectfully submitted,



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Executive Director