**Summary of the June 2024 KY K-12 Education
Technology Leaders' Virtual Meeting**

In case you missed it or want a refresher, the following is what we talked about during the June 18, 2024, EdTech leaders' virtual meeting. A copy of the video and audio can be found at: https://mediaportal.education.ky.gov/technology/2024/06/edtech-june-2024/.

Public viewing of the archived webcasts and written summaries are also available on the KDE Media Portal at: http://mediaportal.education.ky.gov/. Numbers in **RED** indicate the timestamp for that portion of the discussion so it can be easily located on the full digital recording.

This was a joint meeting with our OET staff and all the districts joining via Microsoft Teams and/or YouTube. We will continue to make these available from our KDE media portal so that you can watch the archived discussion and share with the appropriate people in your district. Several GoSoapBox poll questions were posed throughout the meeting and district EdTech leaders were asked to respond to all the questions as it assists us in planning and getting a feel for how to best move forward. Your voice and your feedback are important and extremely helpful to us. Please remember that in addition to these webcasts being available on the KDE Media Portal, each month's webcast is accompanied by these written summaries. We encourage you to share the link and all or any portion of these summary notes with staff throughout your district who may find the information beneficial to them in their position.

(2:33) KY K-12 CIO/EdTech Summit Follow-up – During this webcast, we discussed our first topic from the 2024 KY K-12 CIO/EdTech Summit—AI in KY K-12. This was also a large topic of conversation at the recent Kentucky Government Digital Summit held June 11th where both David and Marty were participants in two separate panel discussions. In David's panel discussion, they discussed the risks. David recommended that there be frank and open discussions about the use of AI and the role it can/will play now and in the future. He shared some examples of how family and work have had to transition. AI is moving incredibly quickly and all district staff need to be preparing themselves.

Marty's panel discussion talked about demystifying AI and how things have changed in the past year. More leaders are embracing AI and don't feel we have gone far enough yet. AI is transformational and it is not a fad. The entry point for school leaders, teachers, and students is shifting and interactions with generative AI and integrated AI into applications we already use are all about the data (sharing, privacy, security, etc.) The fluency of understanding AI, how to use AI, and when/where/why to use AI was discussed. There was a great article in the New York Times that really pushes the thinking about AI.

Four shifts in how AI can play a role in the education space:
1. Higher Level Thinking
2. Student Agency
3. Authentic Work
4. Infusion of Technology in the learning phase.

Both the Teacher and Principal Advisory groups discussed AI items on their agendas this past month. If we take some common tools that we can partner with, they are very upfront about the age appropriateness of their tools. Generative access needs to be looked at similar to social media. AI fluency and future workforce skill development are important.

AI can be helpful for summarizations, for knowing what questions to ask and for researchers. Legislation is beginning to be considered to put safeguards around AI. We are working on a charter for a project to integrate AI and Generative AI use; this is currently specific to KDE the agency. Mike shared that the charter will guide activities like piloting, testing and a general corralling of activities around AI and Generative AI—a gameplan. Mike also shared some key points that were brought out by the keynote speaker, Scott Klososky, at the Government Digital Summit. Here is a link to the concept of blending humans and technology and applying it to a scale termed Humalogy: https://fpov.com/humalogy-overview/. The full set of slides was made available during the webcast but the humalogy concept was discussed and particularly the scale; we may spend some additional time on this at a later date.

HUMALOGY® SCALE

HUMAN ⬤ TECHNOLOGY

MOSTLY MANUAL		PARTLY AUGMENTED			AUGMENTED			AUTOMATED	
H5	H4	H3	H2	H1	T1	T2	T3	T4	T5

The Hybrid Workforce

AI IS THE COPILOT

HUMAN IS THE COPILOT

1980   2020   2025   2030   2035

SOFTWARE CODING

Before we delved into this year's CIO Summit topic questions, we reviewed the major comments from the previous year's question on AI. The biggest recommendation we gave in 2023 was give it a try for yourself and test out some of the tools. One of the biggest apprehensions was that the widescale use of AI would replace the teacher; however, what we are seeing is that this is another tool in the toolbox.

In 2023 at KY K-12 CIO and EdTech Leaders' Summit we asked, "While embracing AI, what's the greatest impact for your district?" and these were your responses:

Table #	The ONE Big Idea
Table 1	Defining strategy of how to use and ways to increase awareness - focus on positive uses
Table 2	Big impact for teachers and instruction.
Table 3	Now talking through strategy with leadership and instructional supervisors. Not blocking this now and interested in providing adults with strategies to use in communications, lesson planning etc. so that the learning curve is addressed for teachers/ leadership to help engage adoption. Now using for district communications.
Table 4	Eliminates educational waste. Use as an idea incubator.
Table 5	User awareness and education as well as communicating to community/parents how it's being used
Table 6	Inspire teachers and students to pursue topics in AI, Computer Science and related realms
Table 7	Reframes critical questions about classroom instructional practices, and generating discussions about deeper learning and assessment
Table 8	Make teacher's lives easier. Use to help lesson plan, help grade.
Table 9	Tough to get past the challenges. One attendee used it to give quick PPM data on several copiers as part of an RFP. Teachers will have to be more creative on assignments to truly test mastery of a concept.
Table 10	Inform your educators what it is. Have been sending out a weekly tech tip to staff that includes explanation, and examples of what AI is
Table 11	Too many unknowns right now. People are flawed and people are programming the AI. Just how many movies have showed this is not a good idea.

Table 12	Currently making administrators and staff aware of the tool and potential. Think these AI tools will require more performance-based learning, not just busy work or writing assignments.
Table 13	Recognize that it isn't as much about technology but about teachers realizing e impact it has on instruction.
Table 14	Saves money and time. No longer have to hire professional training in many cases. Education will change in how teachers teach.
Table 15	We don't know what we don't know. This could be an opportunity to increase rigor in the classroom. This will change teaching.
Table 16	Assist in teacher's lesson plans. Using it to write scripts (Powershell, etc.). Negative is students using to write assignments/papers
Table 17	Move from homework to classwork to see the work being done, embracing a balance of use of the tools and the knowledge of how the work is completed without the use of tools.
Table 18	Tricking students to still learn, and at a deeper level,
Table 19	Teachers using AI to write lesson plans and administrators are using it to write letters of recommendation for students' college applications. Instructional leaders usually aren't super users of technology, but they are excited and working to incorporate AI. They say, "This is where we're going!" Also impacting surveillance.
Table 20	Scripting, code analysis
Table 21	Positive discussions on how to use it in the classroom; CIO used it to help write policy and worked with that to create policy. Provide training to teachers on how to use in the classroom and also how they can benefit from using it.
Table 22	Teachers using to write lesson plans and encouraging students to use as a starting point. Difficulty but must be 18 to create an account.
Table 23	Utilize ChatGPT/AI to find errors, solve problems and save time.
Table 24	Teachers are using to write lesson plans, but the bigger impact is forcing teachers to think differently.

Q1- In 2024, what are the biggest noticeable differences to you now compared to a year ago at this time regarding how AI already has or will soon impact your district in:
(a) a positive way that helps students and staff? and
(b) a concerning way that impacts students and/or staff?

Table #	The ONE Big Idea
Table 1	(a)Is a big help for teachers in writing lesson plans and making a better use of the limited time that they have to get plans together. (b)Staff/Students are using this technology without having a full understanding of what they are actually doing or agreeing to by using this technology
Table 2	(a) Positive for students and teachers. Gives students a way to instantly evaluate their work. (b)Some misuse. Need to incorporate into the students' AUP. Teach them this is not a person. Don't personify. It's a tool. Need to research how to best use and understand it has interna bias.
Table 3	(a) another tool in the student's toolbox for writing and creating graphics and images (b) no fact checking; assuming it's correct;
Table 4	(a) ease of use, assist in understanding of data analysis (b)Teachers haven't really embraced it because they are not sure how to use it or how it works
Table 5	(a) Ability to cull through large amounts of information which allows a consistent accurate approach across all schools in districts. (b)maintaining student confidentiality, need for high quality vetting of use and training
Table 6	(a) encouraging teachers to use it for parts of your job you don't like to allow more time on what you do like; hungry to have it (b) student abuse and AI detection issues by tools (i.e., TurnIt In)
Table 7	(a) Staff use for lesson plans, reducing planning time by half. Efficiency is the key. Special education is used for differentiation. Student feedback on work via AI. Replacement for help at home checking homework..Enhanced search engine. Helps with nationwide teacher shortage. (b) Data privacy, machine learning, uniqueness of work, biases, racial and gender discrimination, accuracy issues, ...all the same issues that we had last year.

Table 8	(a) Time saving tools that help and enhance lesson planning for teachers as well as assisting students to find answers to questions when teachers are unavailable. (b) Potential to diminish student creativity
Table 9	(a) admin and teacher efficiencies (b)lack of understanding of staff how AI can be used by students as a learning partner
Table 10	(a) Seeing AI-integrated instruction for specialized topics, re-building enterprise tech practices and scripts helps tech staff (b)Tech staff is reacting to the AI movement instead of being able to prepare adequately.
Table 11	(a) Less stress for students/teachers as they use it for tasks that used to take up brainpower (b) MUST teach media literacy-you have got to be able to see the response and vet it
Table 12	(a) Definitely more comfort with leadership having/allowing teachers use AI technology. Most don't have it wide-open for students as of yet. (b) As with any tool, the concern is if it will be used appropriately without excessive "leaning on it" as authoritative.
Table 13	(a) Opportunity to teach the right way to use it...provides efficiencies, new skills. (b)Can take away student creativity if not careful.
Table 14	(a) Having students do searches - another tool that they can use. Help teachers use resources better. Building lesson plans. (b)Cannot totally rely on this information - only as smart as the user. GIGO still applies. Teachers still need to safeguard PII.
Table 15	(a) teachers using to enhance education experiences and students using to learn in different ways of learning (b) Concerns around equity, based on access and availability to groups of students.
Table 16	(a) Staff using it in a positive way for lesson plans and to enhance lessons. (b) Staff are concerned that students would use it for writing papers/completion of assignments and have set expectations with how teachers will address that. Staff are catching students and using it as a corrective approach.
Table 17	(a) Helps teachers plan better and levels the playing field for all staff. Also saves time for everyone. (b)Plagiarism is a major concern. Education of staff is a major concern and districts need to be conscious of this. Security concerns with users exploiting software and breaking into systems.
Table 18	(a) Embrace for staff - workload efficiency, ensure KY Standards are followed (Magic AI/Canva) (b) Worried about so many "new" vendors/tools about security and confidentiality (verify trusted site)
Table 19	(a) Time saving is Number 1. Keynote is AI isn't opened for students for any of the districts at Table 19 (b) The fact that students don't have it, they do with personal devices so there's disparity. Also, age disparity and when to implement. Students being able to teach student correctly is the big concern.
Table 20	(a) The possibilities and uses to promote efficiencies. (b) Concerns around equity based on access and availability to groups of students.
Table 21	(a) Assistance with writing, grants, evaluations. Saves time! (b) Ethics, PII and continued training

Q2 - What specific guidance, policy and/or training about AI does your district need the most right now that you've not already addressed over the past year? One of the big points from Daviess County is the age appropriate use of these tools; leveraging these tools is important. One big thing from multiple tables was the equity of access and availability, and leveraging these tools for good. Here are a few links to use and/or share:

- Share From Daviess County: https://sites.google.com/daviess.kyschools.us/dcps-it/ai?authuser=0
- KDE AI Guidance Brief: https://kets.news/ai

Table #	The ONE Big Idea
Table 1	Just a general understanding of what AI programs are more legit, or actually helpful and how to use those instructionally and in an effective way.
Table 2	Develop a school committee to address the students, parents and teachers in how it is used at different grade levels. Consider what data you don't want entered into AI. Trying not to broaden the gap between students who have access and use and those who don't.

Table 3	Looking to Digital Learning Coaches (DLCs) to know when it's appropriate to introduce it instructionally. What grade to introduce it; Currently, no policies in place. Need training for teachers and staff for what's appropriate to imbed it and align with their lesson plan.
Table 4	Getting teachers more comfortable through training and guidance but understand it's in the hands of our kids already.
Table 5	Cybersecurity training/policy targeted on AI use and how federal laws impact use.
Table 6	Training for general use and things to watch for; maybe from a KY district who is using it well
Table 7	Promote appropriate use with general guidance and best practices rather than strict rules. Manage and mitigate risks through supportive policies and training to encourage reporting.
Table 8	Initial guidelines for teachers with district led committees to develop guidance. Most allow teacher use of AI, but limit or block student use.
Table 9	Model policies to help determine how a policy is constructed. A district-wide policy and that's it? Or additional language or procedures specific to parts of the district (business functions, teaching and learning, etc.)
Table 10	Training for teachers to get past the fear and look at it like just another tool and continued training on being a facilitator rather than an expert. Incorporation of AI into the Acceptable use policy and Academic integrity policy.
Table 11	More instructional training-and districts need to MANDATE it, not just give it as an option. This is an instructional issue-not necessarily a "technology" issue, and it will impact every single teacher.
Table 12	Guidance/policy on what NOT to include in AI prompts and input (e.g., not using PII). Training, like any tool, would be needed on the ethical use of AI as a tool. Perhaps training on literally navigating such a large landscape of tools.
Table 13	New broad, general language in AUP and training for teachers and administrators is greatest need, not just on expectations and how to use.
Table 14	Still getting used to AI and its possible application. It will be a constant duty to keep up and change policies as needed. Making sure it is age-grade appropriate.
Table 15	While wanting flexibility in how to use, districts want guidance from KDE and others (KSBA) on best practices and educational uses
Table 16	We already have policies and actions such as plagiarism, so we look to what we currently have in place for policies. When it comes to training, we need to provide administrators and staff with examples and a frame of reference of what AI looks like and how we flip it to leverage the good aspects.
Table 17	Districts feel like it can't just be IT addressing AI. Districts are discussing but none have developed a policy for AI yet.
Table 18	Would like to see a sample policy/framework approved by KDE before putting one on the street. Unsure of all components (specific parts) to include and would appreciate additional guidance.
Table 19	Training part is ok. No current policies regarding AI at the table. AUP doesn't cover AI. May need to focus on a RUP (Responsible Use Policy) that is more general that covers AI indirectly.
Table 20	No hard policies, as AI evolves teams work to appropriately write policy without affecting the useful outcomes.
Table 21	Availability of tools… what is out there? Training and policies for teachers, possibly including workshops and professional development with an outline/plan of best practice guidance. The policies should include usage and education of parents and teachers on AI tools and policies on usage and privacy.

Q3 - What are the AI skills that a high percentage of students will need most over the next 5 years that we all need to address:
(a) while they are in our K-12 schools? and
(b) to prepare them after graduating from K-12?

Table #	The ONE Big Idea
Table 1	(a) When it's appropriate to use and making sure they are not completely relying on this technology to do their work. Making sure that they are still leveraging their brain power while utilizing this technology to assist them.

	(b)Being able to not only leverage this technology but putting them in a position to be able to effectively craft prompts in a way that will provide them with more accurate and better results.
Table 2	(a)When to use and how to use. When is it allowed and when is not allowed. Know the difference between AI and AI generative. (b) Information literacy. How to be critical consumers. How to evaluate accuracy.
Table 3	(a) The student needs to fact check and be able to defend what or summarize what they have generated through AI to show their understanding; guidance is needed to build upon this new tool (like cliff notes). (b) They need to generate things with AI; i.e., marketing plan, ad campaign, review it to see if it will work or needs to be modified.
Table 4	(a) Our students are going to have to know how to use these tools but must be adaptable on how to use and appropriate application (b) Understanding how to revise, edit, and apply the tools
Table 5	(a) Need to understand the importance of protecting their own privacy. Because something if free and cool doesn't mean it's safe. (b) Learn how to fact check /validate AI results.
Table 6	(a) Exposure to fundamental usage cases and what to be aware of from security, privacy (b) Resume writing, job applications, technical
Table 7	(a) Develop prompt skills in students. Students understand that it's a tool that can help them, but kids that will use tools for nefarious purposes will also use AI for nefarious purposes. (b) A divide will widen between professional trade/skills-based occupations and occupations that can essentially be could one day be replaced/subverted with the use of AI tools
Table 8	(a) The ability for students to filter facts provided by AI and how to use AI tools responsibly (b) Knowing enough about AI to enhance job performance in the future while keeping Digital Citizenship ideas in mind
Table 9	(a) Interacting with Gen AI tools so it produces results helpful to their learning (b) Boundaries for AI. How much information and access AI tools have into our lives to protect identities, etc.
Table 10	(a) Interpreting Bias, Prompt generation, Digital Citizenship (b) Interpreting Bias, Prompt generation, Digital Citizenship
Table 11	(a) & (b) prompt creation; understanding that AI is everywhere (your YouTube suggestions, chatbots for "help" with companies; media literacy; when to use AI and when NOT to use it
Table 12	(a) In some ways, it's still about applying Digital Citizenship principles. Are you using AI correctly and ethically? We've said the same things about Internet use, email, teaching kids about smartphone use, etc. (b) CTE pathways as one example, it's about teaching them about how it helps them as a tool they can use in life.
Table 13	(a) Prompt engineering - How to ask a focused question to an AI tool (b) Media literacy - Digital Citizenship.
Table 14	(a)Students and teachers to be able to validate to fact check the information given using AI. Understand how AI works in different situations. (b)How to make sure students are able to transition to Higher Ed or life skills and be able to use AI appropriately
Table 15	(a)Basic guidelines for use of AI in learning and day to day life much like we learned to use Google. (b) Learn how to apply AI and its appropriate uses to higher education and job skill transitions
Table 16	(a) Students need to vet that the results of their use of AI are valid (don't believe everything you see or read). (b) We need to prepare students for how things will be changing and how it can be used in industry to perform mundane tasks. Great example discussed at our table is how Ironman talks to AI to do the mundane tasks.
Table 17	(a) Students will learn to tell the difference between AI generated material and human greeted work. They will need to learn to be able to validate the output from AI. (b) Students will need to become critical thinkers and learn to balance AI with other forms of information. Feel like digital citizenship is key for everyone going forward.
Table 18	(a) The validity of sources/factual information and how to tell the difference as well as knowing when AI can (and should) be used **Technology should be given more intentional time in classroom schedules rather than the current "extra" class (b) Similar to a - except focus on college supports
Table 19	(a) Learn when to use it and validate accuracy. Also, may have more value to students that have their career path decided to work with AI tools that assist more with their interests. (b) Learn to leverage AI output as a resource (like Encyclopedia)

Table 20	(a) Understanding the inputs needed to achieve the expected outputs. (b) Teaching the language and ways to perform functions as a useful trade.
Table 21	(a) General availability and teaching users how to prompt AI. Also, AI hallucinations. All users should question everything. Evaluating whatever ai tool becomes available by students. Retain the human element. (b) Continued teaching of soft skills.

3. Which response most closely shares how your district is governing the use of AI in your schools?

27 responses recorded

CHOICE	VOTES	%	
Implemented or developing a district-wide AI use policy	16	59%	
Each school or teacher is governing AI use	9	33%	
AI use is not allowed	1	4%	
There is no plan to govern use of AI	1	4%	

This is excellent information! We are currently working with the Kentucky School Board Association (KSBA) on updating the Responsible Use model policy to help school districts appropriately govern the use of AI.

(1:02:14) Annual Presentation/Approval of the KETS Operating Budget - Each year the Office of Education Technology goes before the Kentucky Board of Education (KBE) to present and gain approval for the Kentucky Education Technology System (KETS) operational budget for the upcoming school year. This annual presentation gives us approval to disburse the $15.4M allocation. In addition, we take this time to educate our board members about the KETS program and share all of the funding sources that districts can use to put toward education technology purchases. We also take this time to share our most recent KETS Timeline and KETS Infographic. We'll share these materials in more detail during our July webcast. This goes before the KBE at their August retreat being held on August 7 & 8.

(1:04:39) Annual Cybersecurity Healthcheck Reminder – By the end of August each year, school districts and KDE are required to provide an annual cybersecurity healthcheck to their local board. This is provided by district CIOs to their Supt & local school board as well as OET providing the same type of thing to the Commissioner and the KBE. This is an excellent way to get before the board and advocate for technology and security needs of your schools and districts.

(1:05:39) Cybersecurity Pilot Update - This is a three-year pilot project introduced by the FCC that provides up to $200 million in Universal Service Fund support to eligible schools and libraries to defray the cost of eligible cybersecurity services and equipment. The Pilot Program will follow many of the processes used in the E-Rate program, including competitive bidding, requests for eligible service and equipment, and a reimbursement process. The application process will be coming out soon and we'll be reviewing this in more detail learning how the consortium can apply to be a part of this pilot as well as working to provide guidance on how our districts can be part of this pilot. The pilot program hits four major areas of cybersecurity:
1. Advanced Next Generation Firewalls
2. Endpoint Protection
3. Identity Protection and Authentication
4. VPN Endpoint Protection

(1:09:01) Status of KY K-12 EdTech RFPs, Contracts and Implementations – Mike reported that all of these are at some point in the procurement process and are all progressing.

- Insight – The new contract holder as the Microsoft channel partner; this was effective in April 2024. Discussions are occurring around the offerings and how the licensing is provisioned; we hope to provide some greater detail and make improvements on this very soon.
- Next Generation KY K-12 Internet (NGKI) – The focus is that by the end of this month the hardware side will be complete for all districts and some districts may go into next month for the connectivity side of the
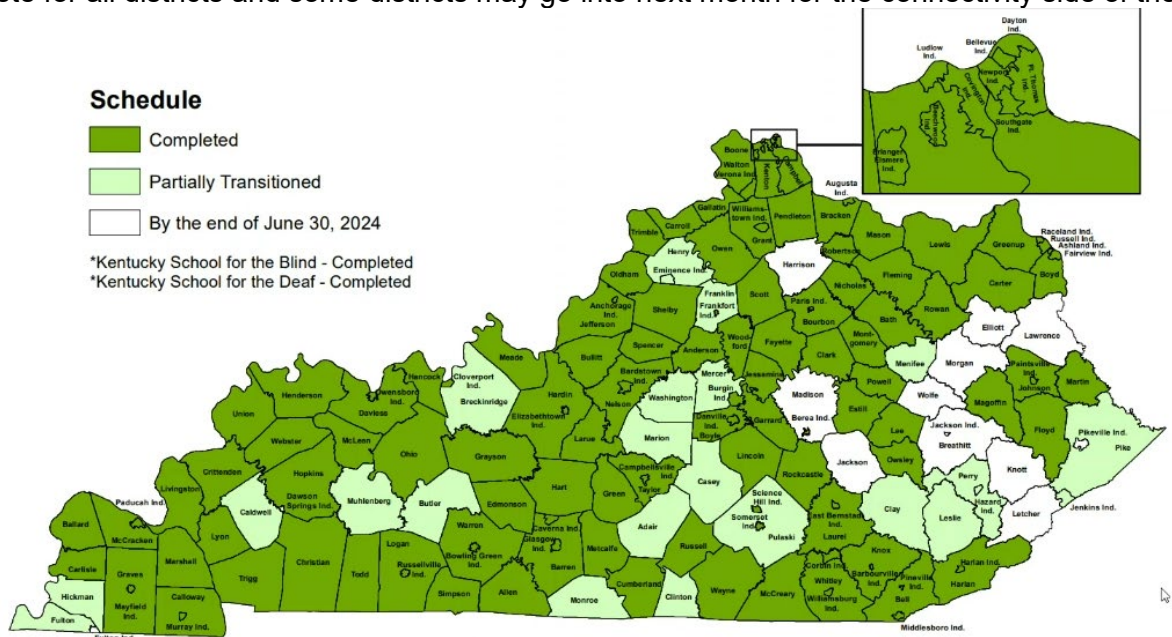
transition.
- Kentucky Educator Credentialling System (KECS) – Continues to be implemented and there are a few more phases of that project.
- School Report Card Suite (SRC) – We are working diligently to ensure that everyone realizes this a suite to tools. We expect the suite to roll out mid-September with a public release in mid to late November. We are very optimistic in our work with AnLar and being able to meet all the expectations.
- SEEK – This contract has been awarded to G2O
- The following items are currently in some stage of procurement process and moving forward:
    - KY K-12 Connected User Experience System (CUES)
    - Internet Content Management
    - Professional Learning Mgt System (PLMS) -This is for all adults that need professional learning that would be published or hosted by the Kentucky Department of Education.
    - Grant Management Application Planning (GMAP)
    - COT is establishing a new Microsoft Support Contract

(1:14:59) Federal ESSER (aka CV-19 funds) Update - At a high level, it is the department's intention to pay for these services for the 2024-2025 school year:

- Infinite Campus Registration
- Campus Learning
- Kentucky Virtual Library
- CUES

We are working with other offices within KDE to complete this application process for the extension request and will keep you informed. We have multiple funding strategies with one of these being the maximization of the ESSER funding.

(1:16:28) Updating and Modernizing OET's Portion of the KDE website - Work continues on this and is going well. We've gone over the portions of our website that are being visited the most and discussed what we point people to the most. Next, we will be working on "hot topics/hot information" we want you to know about.

This group or a smaller working group will continue to meet weekly to ensure our portion of the website remains relevant and useful.

(1:17:59) Healthy Data Diet of KY K-12 Social Security Numbers (SSNs) Update –Things have changed dramatically over the last 25 years and the current level of cyber attacks in the KY K-12 environment necessitates us continuing to advocate for change in the use and collection of SSNs. David and DeDe, along with Commissioner Kinney, met recently with KHEAA to continue discussions on the reduction and/or removal of SSNs. At the KHEAA level, Kentucky Educational Excellence Scholarship (KEES) program's use of SSNs was discussed. These funds are not drawn down until after graduation and a high percentage of students may not ever use these funds. Discussions centered around SSN collection timeframe and discontinuation/removal after certain time constraints are met. Another topic was dual enrollment course participation and that begins at the freshman level. We will continue to have future discussions but wanted to provide an update. It is really a bigger conversation for all of us and we hope you are also having these conversations around the use/collection/removal of SSNs at the local level. We are trying to get ahead of this and do the right thing, preferably before something goes bad.

(1:25:25) Annual KETS Vendor Partner Meeting Update – On the afternoon of July 10 we will be hosting our annual vendor partner meeting. While our partners are always welcome to join our monthly edtech leaders webcast, this is a once-a-year dedicated meeting for our vendors partners. Invitations have gone out and it does require registration. This is the vendors' time to participate and provide feedback.

(1:29:09) KY K-12 Online Testing Update – Our 2024 online testing has set a new record and we wanted to acknowledge that and pose a few GoSoapBox poll questions about your local district's experience with this year's testing window. Online testing is a team effort with the technology, our Internet service providers, OAA, and the testing provider—we do this very well and our success should not be taken lightly.

1. How were your experiences with KSA online testing for the 2024 test window?

29 responses recorded

CHOICE	VOTES	%	
Good Experience - No issues	28	97%	
Fair Experience - Some Tech Issues with TestNav/Internet/Local LAN	1	3%	
Fair Experience - Some Issues DAC/PAN Related	0	0%	
Poor Experience - Struggled with Technology or Support	0	0%	

2. If you did experience an issue during the testing window, what step did you take to resolve the issue?

5 responses recorded

CHOICE	VOTES	%	
Contacted Pearson first and opened a ticket	3	60%	
Called the DAC support line or email	2	40%	
KDE needed to escalate my support ticket	0	0%	

(1:24:07) Other Items to Note:
- Infinite Campus Beginning of Year (BOY) Training is 7/18
- ISTE – Next week we will be sending the top 4 teams from the STLP State Championship to the ISTE Conference! ISTE is the International Society for Technology in Education and this is an awesome event and opportunity for the STLP State Championship winners to shine and represent Kentucky.
- EdTech Professional Learning Opportunities - Learning something new can be a form of recharging. Over the summer there will be multiple opportunities. Here are some of those:
  - Educational Cooperatives
  - Kentucky Reads to Succeed Conference is June 20
  - PBL Works
  - Castle Summer Refresher for Library Media
  - Teach Meets – happening statewide
  - KET Summer Learning Series