THE SETHI LEDGER
AI + K-12 Brief | 2026-10-01

1. Harvard-affiliated Center finds cheating dominates educators' AI concerns

Published Sept. 30, 2026. The Center for Digital Thriving surveyed nationally representative samples of teachers and principals in spring 2025 and interviewed 31 teens from April through June 2026. It found 74% of teachers and 69% of principals cited cheating as an AI dilemma; interviewed teens described fear of false accusations and pressure to use AI.

Why it matters: The findings suggest district AI policies should address trust and how students demonstrate learning, not only cheating enforcement. Interview accounts illuminate student experiences but do not establish how prevalent those experiences are.

Limits: The survey finding reflects educators' reported dilemmas; the article does not provide survey sample sizes. Teen interview findings are qualitative.

Published 2026-09-30. Source: https://www.edweek.org/technology/how-ai-suspicions-are-undermining-student-teacher-relationships/2026/09

2. Petaluma weighs draft classroom AI policy; no vote is scheduled

Published Sept. 30, 2026. Petaluma City Schools is considering a draft policy presented by technology director Heather Ramme that would allow district-approved AI as a supplemental aid under teacher supervision, exclude it from lower elementary grades, and bar students from using it to complete coursework or exams. Officials said the draft remains a work in progress, with no formal vote scheduled.

Why it matters: The proposal would set age-based limits and reserve grading for teachers, but these are not adopted requirements. District leaders should distinguish the draft's intended guardrails from an approved or implemented policy.

Limits: The report is secondary coverage citing the Petaluma Argus-Courier; it does not provide a formal district policy document.

Published 2026-09-30. Source: https://www.ksro.com/2026/09/30/petaluma-city-schools-weighs-new-draft-policy-on-ai-in-classrooms/

3. Huntington ISD plans districtwide review of AI features in at least 30 programs

Published Sept. 30, 2026. At a Monday school board meeting, Huntington administrators outlined plans to review programs with AI features, update responsible-use guidelines, and develop procedures for evaluating the technology. AI is already present in at least 30 programs used by the district; officials described the discussion as preliminary, with requirements to be decided at future meetings.

Why it matters: A tool-by-tool and systemwide review could help the district account for differences in what AI tools do and how much human oversight they involve. The coverage

describes planned work, not completed reviews or adopted requirements.

Limits: The article reports administrators' plans and says future meetings will decide requirements; it does not document an approved policy or review results.

Published 2026-09-30. Source: https://lufkindailynews.com/news/huntington-isd-develops-guidelines-for-ai-use-in-schools/article_1316cb90-85a6-5595-8241-2e5581b9ca39.html

4. New York City plans five limited AI pilots and twice-yearly high school AI literacy classes

Published Sept. 30, 2026. The article reports that the New York City Department of Education will introduce five limited AI pilots and that all high school students will take AI literacy classes twice a year. Named pilots include Quill for language arts, Edia for math, Brisk for teacher-created activities, and Playlab for multiple subjects.

Why it matters: The reported combination of limited pilots and recurring literacy instruction offers a model for separating controlled experimentation from broad student access. District leaders should seek implementation details and evaluation plans before drawing conclusions about the pilots.

Limits: The Pace Press is a student newspaper; the supplied article names four pilot programs despite saying there will be five, and does not provide a district announcement or evaluation criteria.

Published 2026-09-30. Source: https://thepacepress.org/13769/news/mamdani-announces-ai-ban-in-nyc-schools/

5. Khan Academy changes Khanmigo to offer help after students get problems wrong

Published Sept. 30, 2026. Khan Academy has changed how its AI assistant works: Khanmigo is integrated into the platform, offers little more than a hint when students ask before attempting a problem, and automatically offers help after a wrong answer. The article also describes a two-year study in 18 Tennessee middle schools in which the Khan Academy intervention produced modest math gains, but Khanmigo added no measurable benefit over prior Khan Academy practice findings.

Why it matters: The study's limited tutor use and lack of added gains are relevant cautions for districts assessing AI tutoring claims. Khan Academy's changed design is a product update, not evidence that the revised assistant improves learning.

Limits: The study evaluated a 2023 version of Khanmigo, not the changed version described here; FutureEd reports on the research and the company's account of its update.

Published 2026-09-30. Source: https://www.future-ed.org/students-tried-khanmigos-ai-tutor-most-didnt-want-its-help/

6. Nordonia Hills board approves NEOnet cybersecurity support for two-person tech department

Published Sept. 30, 2026. At its Sept. 22 meeting, the Nordonia Hills Board approved an agreement with NEOnet for virtual chief information security officer services. The district's technology department has two people, and the report says the service can expand if needed.

Why it matters: The approved arrangement adds access to cybersecurity expertise without requiring a full-time specialist, according to the meeting coverage. Districts considering similar support should examine the agreement's scope and responsibilities, which are not detailed here.

Limits: The source is a local meeting recap; it does not report the agreement's cost, term, or specific services.

Published 2026-09-30. Source: https://nordoniahills.news/nordonia-hills-board-honors-ap-results-approves-cybersecurity-help-and-flags-e-rate-risk/

Sethi BookMarks

Mashable examines gaps in students' basic computer skills

Mashable reports that a 2024 EdWeek Research Center survey found 69 percent of districts formally teach keyboarding, while publicly available data on proficiency is limited; Utah and California take different approaches to keyboarding standards and measurement. The article also cites a measured decline in digital literacy among US eighth graders and teacher and IT anecdotes about students' unfamiliarity with shortcuts and file directories.

Why it matters: For district leaders, the article raises a question about whether students are explicitly taught and assessed on foundational computer skills before schools layer on AI literacy. That sequencing is advocated by Schools Beyond Screens director Jodie Carreon, not established here as a proven approach.

Shortcut and file-management reports are anecdotal, and the international assessment finding concerns US eighth graders; it does not establish causes or the effects of particular instruction. Publication date: September 23, 2026; the article does not report a single new district action.

Source date: 2026-09-23
https://mashable.com/tech/do-schools-teach-typing-skills