

Draft Center Cass School District 66
Artificial Intelligence (AI) Plan
Organized by the Prosper, Prepare, Protect Framework



Framework Overview

Center Cass School District 66 is aligned to Dr. Rebecca Winthrop's "Prosper, Prepare, Protect" framework for AI in schools. This framework organizes our approach across 12 pillars designed to ensure AI serves students, teachers, families, and our broader community. Of particular importance is the belief that student learning is fueled by social relationships.

What is AI?

Artificial Intelligence, or AI, is a branch of computer science aimed at creating machines that mimic human intelligence. It is used to perform tasks that usually require human thought, like understanding language, recognizing patterns, or making decisions. Types of AI range from systems doing specific tasks, like recommending movies or autocorrecting typing errors, to more advanced forms that can generate new content or predict future outcomes. AI is also behind self-driving cars and digital assistants like Siri or Alexa. Essentially, AI allows machines to learn, adapt, and perform tasks like humans, often more quickly and accurately. It is a rapidly evolving technology that is already a part of our everyday lives.

Generative AI, which encompasses ChatGPT and other new content-creation tools, is the type that is getting the most attention recently. This guide focuses primarily on generative AI, though all types of AI have implications for education and are worth understanding in greater detail.

What AI is Not

AI is not magic. Magic is mysterious and cannot be understood or controlled. AI is neither of these things. The more we seek to understand the concepts behind AI, the better we will be able to control it and use it for constructive purposes in education. AI can greatly enhance efficiency and accuracy in many areas, from administrative tasks to personalizing learning. It is also important to remember that AI is not human intelligence; it does not possess emotions, consciousness, or inherent ethical judgment.

Prosper: Shifting Educational Experiences Through AI

The Prosper pillar focuses on how AI can positively transform learning experiences when used intentionally, collaboratively, and with a focus on teaching rather than simply delivering answers.

Pillar 1 -Shift Educational Experiences in School

A guiding principle of CCSD66's approach is that AI tools should teach, not tell. Rather than providing students with ready-made answers, AI should be used in ways that promote curiosity, critical thinking, and deeper understanding. Students remain the thinkers; AI serves as a scaffold, not a shortcut.

CCSD66 recognizes that responsible uses of AI will vary depending on the content, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy.

Examples of responsible uses that serve educational goals:

Student Learning — AI Enhanced High-Impact Tutoring and Career Pathways:

- Aiding creativity
- Collaboration
- Communication
- Content creation and enhancement
- Tutoring

Teacher Support:

- Assessment design and analysis
- Content development and enhancement for differentiation
- Continuous professional development
- Research and resource compilation

School Management and Operations:

- Communications
- Operational efficiency
- Learning management systems

Pillar 2 - Co-Create Educational AI Tools with Educators, Students, Parents, and Communities

CCSD66 believes that those most impacted by AI tools should have a voice in how they are selected, implemented, and evaluated. This means:

- Teachers will provide input on AI tools used in instructional settings
- Student perspectives will be solicited when evaluating AI tools for classroom use
- Parents and Board members will be informed and invited to participate meaningfully in decisions about the adoption of new AI technologies

Pillar 3 - Use AI Tools That Teach, Not Tell

AI tools selected and used in CCSD66 should support deeper thinking, not replace it. When evaluating and using AI:

- AI should function as a scaffold, supporting learning, rather than a shortcut that bypasses it
- When using AI, teachers will design tasks that require students to engage critically with AI output rather than accept it at face value

- Student agency, voice, and critical thinking remain central to all AI-enhanced learning experiences

Pillar 4 - Conduct Research on Children's Learning and Development in an AI World

CCSD66 commits to ongoing evaluation of how AI tools are impacting student learning and development. This includes:

- Reviewing data and outcomes from AI tool use regularly
- Adjusting district practices and guidelines as new evidence becomes available

Prepare: Build Capacity for AI Literacy and Ethical Use

The Prepare pillar focuses on ensuring that students, teachers, families, and leaders have the knowledge, skills, and vision needed to use AI responsibly, ethically, and equitably.

Pillar 5 - Promote Holistic AI Literacy for Students, Teachers, Parents, and Education Leaders

CCSD66 believes that understanding and navigating AI is a shared responsibility across our entire school community. Building awareness and capacity will be an ongoing and evolving process for all stakeholders:

- Support students in developing an understanding of AI in ways that are meaningful and relevant to their learning experiences, when age-appropriate
- Support teachers in building awareness and confidence around AI as it relates to their instructional practice
- Foster shared understanding among building and district leaders to support informed conversations and decisions around AI

Pillar 6 - Prepare Teachers to Teach With and Through AI

Teachers are the most important variable in any student's learning experience. CCSD66 recognizes that integrating AI into teaching practice is a journey, and will work to create conditions that support teachers as they explore what that looks like in their classrooms:

- Provide opportunities for teachers to learn about and explore AI in ways that connect to their instructional goals
- Create space for teachers to collaborate, share, and reflect on their experiences with AI tools
- Encourage teachers to approach AI with curiosity and critical thinking, recognizing both its potential and its limitations
- Support teachers in thinking about how AI may intersect with how they design learning experiences and assess student understanding

Q: Should teachers use AI to write lesson plans?

One way to think of generative AI is as an assistant that helps generate a first draft. Lesson plans generated solely by AI are not tuned to the specific students in your school or the specific communities they come from. While AI can be a helpful starting point, teachers should always review, revise, and personalize AI-generated content — keeping the human in the loop.

Pillar 7 — Provide a Clear Vision for Ethical AI Use That Centers Human Agency

CCSD66's ethical vision for AI is grounded in the following principles:

- Educator-led: AI should support teachers, tutors, advisors, and education leaders, not replace them.
- Ethical: Educators help students evaluate the validity of AI outputs, understand appropriate use in social contexts, and learn through, not exclusively from, AI.
- Accessible: AI tools must be accessible for those requiring digital accommodations, including students, educators, and family members with disabilities.
- Transparent and Explainable: Stakeholders, especially parents, should understand how AI systems function and participate meaningfully in adoption decisions.
- Data-Protective: All AI systems must comply with federal privacy laws, including FERPA.

Academic Integrity Principles:

While it is necessary to address plagiarism and other risks to academic integrity, CCSD66 will use AI to advance the fundamental values of honesty, trust, fairness, respect, and responsibility.

- Teachers may allow the use of generative AI on specific assignments and will articulate when and why it is or is not permitted
- Teachers will not use technologies that purport to detect AI-generated writing, as their accuracy is questionable
- If a student uses an AI system, its use must be disclosed and explained at the teacher's discretion. As part of the disclosure, teachers may have students cite the use of their IA system using one of the following resources :
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Link AI Tool box and Spectrum of Use](#)

Pillar 8 - Employ Innovative Strategies to Close the AI Divide

Not all students have equal access to technology at home, and blanket restrictions on AI tools in school can widen this gap. CCSD66 will:

- Avoid blanket bans on AI that would limit students' future opportunities and digital literacy
- Evaluate AI tools for cost-effectiveness, inclusivity, accessibility, and age-appropriateness
- Be mindful of the digital divide when designing AI-integrated learning experiences
- Ensure that students who lack home technology access are not disadvantaged in their ability to develop AI literacy

Q: Should we ban AI?

Blanket bans on technology tools are rarely a good idea. AI has become an integral part of everyday life and the modern workplace. By denying students access, we may inadvertently limit their future options. Students need to be digitally literate to thrive — not only in the workplace but in the modern world.

Protect: Safeguarding Students, Privacy and Wellbeing

The Protect pillar addresses the risks and responsibilities that come with AI integration — from student mental health and privacy to family support and regulatory compliance.

Pillar 9 - Break the Engagement Addiction and Center Student Mental Health

CCSD66 recognizes that many AI-powered platforms are designed to maximize engagement in ways that may not serve students' well-being. The district will:

- Evaluate AI tools for engagement design, avoiding platforms that exploit psychological vulnerabilities or promote compulsive use
- Prioritize tools that support positive, purposeful interaction rather than passive consumption or addictive patterns
- Address the social and emotional impact of AI use as part of our broader student wellness framework
- Prohibit the use of AI tools to bully, harass, or manipulate media to impersonate others — all users are expected to uphold values of respect, inclusivity, and academic integrity

Pillar 10 - Establish Comprehensive Regulatory Frameworks for Educational AI

CCSD66 will ensure that all AI tools and uses comply with applicable laws, regulations, and district policies:

- The district will evaluate AI tools for compliance with all relevant policies and regulations, including privacy laws and ethical principles
- AI will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements
- Noncompliance with existing district policies is a prohibited use of AI under any circumstances
- The district will stay current with evolving federal and state guidance on AI in education and update policies accordingly

Pillar 11 - Procure Technology That Protects Students' Privacy, Safety, and Security

Student and staff privacy is non-negotiable. CCSD66 will:

- Not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection
- Ensure compliance with FERPA and all applicable data security regulations
- Review AI tools for age-appropriateness, note that some AI applications, including ChatGPT, are only available for users 13 and older
- Consider how inclusive, accessible, and cost-effective a tool is when making procurement decisions
- Be alert to societal bias in AI tools — staff and students will be taught to understand the origin and implications of harmful bias in AI, and humans will review all AI-generated outputs before use

Pillar 12 - Support Families to Manage Children's AI Use at Home

Families are essential partners in navigating the AI landscape. CCSD66 will:

- Communicate clearly and proactively with families about how AI is being used in school
- Provide family-facing resources to help parents understand AI tools, recognize risks, and set healthy boundaries at home
- Offer guidance on age restrictions and developmental appropriateness for popular AI applications
- Invite families to participate in conversations about AI adoption and policy decisions at the district level

Frequently Asked Questions

Q: Are there specific AI tools and apps we should avoid?

Just like websites, some AI apps will have more value than others. Consider how inclusive and accessible a tool is, whether it is cost-effective, how well it complies with privacy and security policies, and whether its output has a clear, positive impact on your learning environment. Some AI apps are only available for students older than 13 (including ChatGPT). Reading terms of service will help determine age restrictions and developmental appropriateness.

Q: How do we stop cheating?

Start by raising awareness about the importance of academic integrity and the consequences of cheating. AI encourages us to think anew about how we assess learning. Consider designing assessments that focus on critical thinking, problem-solving, and creativity — which are difficult to replicate using AI. Encourage open-ended questions, collaborative project-based assignments, and in-class activities requiring active participation.

Q: How will AI change learning?

As AI takes on more tasks that once required human thought, what is uniquely human becomes more valuable. AI can already outperform humans in recall, calculation, and information generation — and this will increase. We must ask: what makes us uniquely human, and how do we reorganize school to highlight those traits? Areas to double down on include critical thinking, creativity and innovation, emotional intelligence, collaboration, leadership, adaptability, and ethics and moral judgment.

Sources

USDOE Letter | ISTE | Winthrop Prosper, Prepare, Protect Framework | Various Neighboring Districts