



Use of Artificial Intelligence at SES 44

In alignment with the Illinois State Board of Education statewide guidance mandated by 105 ILCS 5/2-3.118a, we recognize that artificial intelligence technology is expanding rapidly. Rather than adopting an extensive, overwhelming district-wide policy immediately, Streator Elementary School District 44 is starting small. This foundational framework establishes our core values, sets the stage for meaningful stakeholder collaboration, and outlines our path toward building a comprehensive, locally tailored Artificial Intelligence Guidance, Board Policy, and a clear set of operational rules.

Mission and Vision

The mission of Streator Elementary School District 44 regarding artificial intelligence is to intentionally explore and leverage emerging technology as a means to enhance instructional efficiencies and support administrative workflows, while strictly preserving and prioritizing the human relationships essential to effective teaching and learning.

Streator Elementary School District 44 envisions a balanced educational ecosystem where technology serves human intent. We strive to empower our educators with low-risk, time-saving tools that streamline planning and administration, allowing them to dedicate more direct, meaningful interaction to the whole child and the developmental success of every student.

Guiding Principles

To keep our initial footprint manageable, safe, and context-sensitive, Streator Elementary School District 44 will filter all future artificial intelligence exploration through four core guiding principles adapted from the state framework.

1. The core of teaching and learning is the direct interaction between our students and their teachers. Artificial intelligence can assist with background planning, drafting support, and organizational efficiencies, but it will never substitute for educator judgment, student relationships, or the human connection.
2. We will not scale or adopt technology simply because it is a trend. Any tool considered must serve a specific, predefined educational or operational need, improve a workflow, or increase access for students.
3. Artificial intelligence tools are prone to errors and hallucinations. All assisted outputs, whether a lesson plan framework, an operational email, or data sorting, must undergo mandatory human review, refinement, and professional oversight before becoming final. Educators remain the final authority.
4. Protecting student and staff data remains a non-negotiable statutory boundary. Initial experimentation must maintain extreme data minimization, ensuring no personally identifiable information or confidential district records are ever entered into unvetted or public prompts.

Phase 1 Operational Boundaries

As we begin this process, preliminary boundaries apply to all district staff until formal board policy is officially codified.

Allowed Low-Risk Explorations

1. Staff members are encouraged to use approved generative artificial intelligence tools to assist with administrative workflows, such as drafting routine staff communication templates, newsletters, or emails.
2. Staff members may utilize artificial intelligence for instructional planning assistance, such as generating lesson ideas, formatting rubrics, or translating open-source materials into alternative languages for multilingual access.
3. Staff members must explicitly treat all artificial intelligence output as a draft or a set of suggestions, applying professional judgment to edit and verify the material completely.

Prohibited High-Risk Activities

1. Staff members are strictly prohibited from inputting any student records, names, IEP or 504 details, behavioral logs, or private personnel data into any artificial intelligence platform.
2. Staff members may not use artificial intelligence tools to automatically grade student work, score assessments, or determine high-stakes student placements without complete, independent human review.
3. Staff members are prohibited from publishing any public or family-facing communications that were entirely generated by artificial intelligence without a human being serving as the final editor.

Stakeholder Input and Policy Development Timeline

To expand this foundational text into a permanent, comprehensive set of guidelines, Streator Elementary School District 44 will execute a structured timeline across the upcoming school year to gather stakeholder feedback, audit local perceptions, and build out our official policy stack.

Phase 1: Cabinet Alignment and Internal Vetting (August through September 2026)

The Superintendent and administrative cabinet will define strict technical vetting requirements for procurement, establishing clear capacity constraints and data privacy benchmarks a vendor must meet before any tool is introduced to a classroom. To ensure complete legal compliance, a Student Online Personal Protection Act (SOPPA) agreement must be fully executed with a vendor before any software program is utilized or any student data is shared.

Phase 2: Broad Stakeholder Consultation (October through November 2026)

The district will host targeted feedback sessions with building principals, teacher leaders, and technology staff to map exact classroom needs, identify potential bounded pilot teams, and discuss current utilization, safety concerns, and desired support mechanisms. For any site or tool selected, the technology team will collaborate with our web filtering team to review security measures and ensure necessary safety protocols are fully in place.

Phase 3: Drafting Guidance and Policies (January through February 2027)

The district will synthesize stakeholder data to draft a governance-focused board policy regarding tool approval paths, an acceptable use policy addendum detailing hard technical rules, and an informed use policy outlining behavioral norms and ethical guidelines for students and staff.

Phase 4: Review, Adoption, and Training (March through April 2027)

The district will submit the fully finalized policies for legal counsel review and Board of Education first and second readings. Following official board adoption, clear instructional guides and professional development modules will be finalized for a complete, structured district rollout ahead of the next school year.