ARTIFICIAL INTELLIGENCE

Background

The mission of Elk Island Catholic School Division (EICS) is to develop educational opportunities based on Gospel values, offering quality Catholic education from Kindergarten to Grade 12. EICS is committed to leveraging artificial intelligence (AI) in a responsible and ethical manner to enhance student achievement, improve staff efficiency, and support overall well-being while safeguarding student privacy and equity.

This administrative procedure ensures that AI integration aligns with educational best practices, legal compliance, and ethical considerations. AI tools should complement—not replace—the professional judgment of EICS staff. This administrative procedure provides clear guidelines for the responsible and ethical use of AI and technology in K-12 classrooms, with a focus on:

- Ensuring ethical AI implementation with safeguards for student and teacher data.
- Promoting responsible and secure use of AI by students, teachers, and all EICS staff.
- Aligning AI usage with principles of privacy, equity, inclusivity, and sustainability.

Definitions:

Artificial Intelligence (AI):
The theory and development of computer systems that are able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.

Deepfake:
An image, video, or audio recording that has been altered, created, and manipulated to misrepresent someone as doing or saying something that did not occur.

Generative AI:
Generative AI refers to deep-learning models that can generate text, images, and other content based on the data they were trained on.

Privacy Impact Assessments (PIA):
Privacy Impact Assessments are formal reviews of a specific service, consisting of a detailed explanation of the potential benefits of the software and a formal risk assessment by a team which would need to include the EICS FOIP officer and at least one member of EICS Tech Services.

Procedures:

It is accepted that EICS staff use AI to some extent to enhance educational experiences for our students and reduce administrative workload. As such, the use of AI should be aligned with this EICS Administrative Procedure.

1. **Academic Integrity and Responsible Use:**

    The utilization of AI, and any other emerging technology, shall support learning and academic growth without compromising academic integrity.

    1.1.   Students:

    1.1.1.   Generative AI can be a helpful tool for brainstorming, skill development, and gaining a deeper understanding of subjects.

    1.1.2.   Do not use AI to complete assignments or exams unless specifically allowed by the teacher.

    1.1.2.1.   Teachers are to communicate which areas in an assignment AI is permitted.

    1.1.2.1.1.   If a student uses AI in their academic work, it must be disclosed exactly which parts of the work were AI-assisted.

    1.1.3.   Submitting AI-generated work as one's own is considered academic dishonesty and will result in disciplinary action; if AI is suspected to be used in violation, the responsible teacher will enter into a conversation and potential investigation with the student prior to moving to discipline (as per *Administrative Procedure 350: Student Code of Conduct, Administrative Procedure 351: Student Discipline, and Administrative Procedure 360: Assessment, Evaluation & Reporting*).

    1.2.   Staff:

    1.2.1.   Staff AI use must comply with Division Responsible Use Agreements, employment contracts, and applicable federal and provincial legislation.

    1.2.2.   Teachers are responsible for evaluating, providing feedback, and grading student work. This includes deciding how AI can help with grading, but AI cannot be the only tool used for grading (as per *Administrative Procedure 360: Assessment, Evaluation & Reporting).*

    1.2.3.   Teachers will explain to students how AI tools can be used in their classrooms and will emphasize the importance of using these tools responsibly and ethically to better prepare students to be responsible and creative citizens in the era of AI, focusing on the first two progression levels in the framework provided by UNESCO (Understand, Apply, Create);

    1.2.3.1.   At the 'Understand' level, students foster an understanding of what AI is and construct age-appropriate interpretations of the values, ethical issues, concepts, processes and technical methods underlying AI tools and their uses.

    1.2.3.2.   At the 'Apply' level, students enhance, transfer and adapt their learned values, knowledge and skills to new learning processes.

    1.2.3.3.   At the 'Create' level, students foster their creative problem-solving skills and gain a proactive attitude to advocate for ethical AI practices.

    1.2.4.   No AI tool will replace direct instruction, assessment, or student-teacher interactions.

2. **Protection of Privacy**:

   2.1. The use of AI shall comply with all privacy legislation and accompanying regulations regarding the protection of personal information.

   2.1.1. AI tools collecting personal data must comply with the *Personal Information Protection Act* (PIPA), the *Freedom of Information and Protection of Privacy Act* (FOIP) and all applicable data protection laws.

   2.1.1.1. Schools/Division must inform students and parents about AI data collection, potential biases, and algorithmic decision-making where applicable.

   2.1.2. By entering confidential data (e.g., Alberta Education Identification Number, or full name) into an AI tool, staff may be sharing data with a third party. This should not be done unless a data sharing agreement exists between the party and the Division ; (*Administrative Procedure 143: Secure Technology Use, and Administrative Procedure 180: Freedom of Information and Protection of Privacy*).

   2.1.3. The Division will conduct Privacy Impact Assessments (PIA) of AI tools authorized for use to ensure compliance with legal and ethical standards.

   2.1.4. The Division reserves the right to monitor network activity, AI-assisted tools, and digital interactions for compliance with these policies.

3. **Copyright and Intellectual Property**:

   3.1. AI use must respect copyright and intellectual property laws; notably:

   3.1.1. Ensure AI-generated content follows fair use principles and copyright laws;

   3.1.2. Properly attribute AI-generated content that references existing works;

   3.1.3. Staff and students shall ensure their work is original or appropriately licensed, including AI-generated content;

   3.1.4. Staff may use AI to assist in creating assignments, lesson plans, and educational materials, ensuring content is original in design (unique to the creator) or appropriately licensed;

   3.1.5. Staff could use AI to translate materials only if a professionally translated version is unavailable (e.g., translating a resource into French when a French version is not available).

4. **Ethical Utilization of AI**:

   4.1. Staff and students shall ethically utilize AI, to promote positive educational outcomes and avoid harm; notably:

   4.1.1. Misuse of AI will result in disciplinary action, especially for promoting intimidation, harassment, or targeted mean behaviour, including deepfakes (*as per Administrative Procedure 351: Student Discipline, and Education Act, SA 2012, c E-0.3, ss 36-37*);

4.1.2. Users of AI are responsible for verifying its accuracy, correcting inaccuracies, and assessing bias and reliability to ensure ethical and educational standards are met before use, submission, or publishing.

5. Equity of Access and Training:

5.1. School administration ensures equitable access to AI technologies and educates students on responsible use; notably:

5.1.1. School administration shall provide all students with reasonable access to AI when it is utilized in a classroom setting, to avoid disadvantaging anyone due to lack of resources;

5.1.2. School administration shall offer ongoing education on the ethical, legal, and responsible use of AI, integrating AI literacy into the curriculum and providing training.

5.2. The Superintendent shall strive to provide appropriate AI training and support for students and staff.

5.3. The Superintendent will conduct annual evaluations of AI tools and best practices to ensure the continued relevance, fiscal responsibility, and effective integration of AI in supporting educational goals.

5.4. The Superintendent or designate can provide, restrict, or limit the use of specific emerging technologies.

References:

Alberta School Boards Association. Artificial Intelligence Policy Guidelines. Taken from: Artificial Intelligence Policy Guidance
Alberta Education. Guide to Education.
Education Act, SA 2012, c E-0.3, ss.36, 37
EICS Administrative Procedures143: Secure Technology Use
EICS Administrative Procedures 180: Freedom of Information and Protection of Privacy
EICS Administrative Procedures 190: Copyright
EICS Administrative Procedures 350: Student Conduct
EICS Administrative Procedures 351: Student Discipline
EICS Administrative Procedures 360: Assessment, Evaluation, and Reporting
Alberta Education Teaching Quality Standard
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