

ARTIFICIAL INTELLIGENCE

Background:

Elk Island Public Schools (EIPS) recognizes the necessity of establishing parameters for the safe, ethical, responsible and effective utilization of artificial intelligence (AI) technologies—including predictive AI and generative AI—within the Division. Given the profound and far-reaching effects of AI on society, EIPS endorses an informed, measured and ethical approach to incorporating this technology in Division classrooms and business operations with the aim to ensure responsible and beneficial use of AI technologies to support high-quality education for all students. The primary intent is to ensure students are equipped with the technical skills and critical competencies essential for success after graduation and to become conscientious digital citizens in an increasingly complex world.

Definitions:

Academic Integrity (in AI contexts):

the practice of ensuring AI-generated content is used transparently and ethically in academic settings. This requires individuals to take ownership of their work, appropriately attribute AI-generated contributions and avoid misrepresenting AI-assisted outputs as entirely their own. The use of AI should enhance learning while preserving the integrity of academic assessment.

Artificial Intelligence:

refers to computer systems or machines that mimic human intelligence to perform tasks and can iteratively improve themselves based on the information they collect—machine learning. AI encompasses a range of technologies that enable machines to sense, comprehend, act and learn.

- **Computer-using Agents:**
are applications that execute computational processes, make autonomous decisions and interact with digital systems without direct human supervision. These agents leverage machine learning, natural language processing and predictive analytics to perform tasks such as data interpretation, content creation or automated problem-solving.
- **Generative Artificial Intelligence:**
is a class of AI technologies that specializes in creating unique content or data that is similar but not identical to existing data. This includes generating text, images and other media. It can be used for educational, creative and problem-solving applications.
- **Machine Learning:**
is a branch of AI technology research and development that focuses on building systems capable of learning and improving from experience without being explicitly programmed.

- **Predictive Artificial Intelligence:**
refers to a class of AI technologies that analyzes historical data to make predictions about future events or behaviours. Within the educational context, these technologies could be used to support personalized learning by anticipating student needs, informing instructional strategies and identifying potential outcomes.

Critical Thinking:

is a disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information gathered from observation, experience, reflection, reasoning or communication. It requires an open-minded yet skeptical approach, seeking to identify, construct and evaluate arguments, solve complex problems, make reasoned judgments and generate solutions that are logical and well thought out.

Ethical and Responsible Use:

includes respecting intellectual property, protection of privacy, transparency of use, bias mitigation, respectful application and maintaining human judgment and oversight.

Hallucination (in AI contexts):

refers to instances where an AI system generates false, biased or misleading information, often as a result of utilizing conflicting, incomplete or poorly understood data. In educational settings, it is important to be aware of this limitation of AI, especially when using it as a source of information or for generating content.

- **AI Bias:**
a tendency of AI systems to produce results that are systemically prejudiced because of flawed assumptions, methods or data. AI bias can lead to unfair outcomes or discrimination against certain groups or individuals. All AI output should be critically assessed to mitigate the effects of AI bias.

Professional Judgment:

refers to the decision-making process that educators engage in, drawing upon their knowledge, experience, ethics and understanding of educational theories and practices. It involves making informed, responsible and ethical choices in the classroom, curriculum planning and interactions with students, colleagues and the wider school community. This judgment is guided by professional standards, educational policies and the unique needs of students, requiring educators to balance a range of factors and considerations to promote optimal educational outcomes.

Procedures:

1. Ethical and Responsible Use:
 - 1.1. The Division is committed to ensuring the ethical use of AI technologies in all educational activities.
 - 1.2. When using AI, Division employees and students shall:
 - 1.2.1. be responsible for critically evaluating AI-generated content to identify AI

- hallucinations, including biased, misleading, inappropriate or erroneous content;
 - 1.2.2. ensure the use of AI prioritizes the well-being and safety of students and staff and does not harm, demean or discriminate against any individual or group; and
 - 1.2.3. keep critical thinking and human judgment forefront in the process of using AI to ensure legal, ethical, educational and academic integrity.
2. Privacy and Data Security:
- 2.1. Using AI responsibly includes recognizing AI systems and tools are built using machine learning algorithms that rely on harvesting data to iteratively train the AI model.
 - 2.2. Division employees and students shall:
 - 2.2.1. take steps to protect personal and sensitive data in accordance with existing privacy laws, regulations and Division policies and procedures—including [Administrative Procedure 180: Freedom of Information and Protection of Privacy](#);
 - 2.2.2. abide by the terms of the applicable [Student Responsible Technology Use](#) (Appendix 140-B) or [Staff, Contractor, Volunteer Responsible Technology Use Agreement](#) (Form 140-2);
 - 2.2.3. not upload sensitive data or information pertaining to staff, students or Division business and operations into AI platforms and tools without proper authorization and full compliance with data security protocols; and
 - 2.2.4. refrain from utilizing computer-using agents that bypass human oversight.
3. Superintendent Responsibilities:
- 3.1. The Superintendent shall:
 - 3.1.1. support appropriate professional learning for the safe and ethical use of AI in EIPS.
4. Teacher Responsibilities:
- 4.1. If teachers choose to integrate AI into their practice, use must align with curricular goals, pedagogical best practices, ethical and professional standards, and in a manner that promotes welcoming, caring, respectful and safe learning and working environments. When using AI systems to supplement planning, instruction and assessment, teachers remain wholly responsible for the accuracy and reliability of AI output and its alignment with curriculum and professional best practices.
 - 4.2. When using AI for educational purposes, teachers shall:
 - 4.2.1. integrate AI into assessment and instruction to support, not replace, professional judgment, and refrain from using AI to determine summative grades or assess student performance;
 - 4.2.2. integrate AI into their practice in a manner that abides by ethical standards described in Section 1 and safeguards student privacy and Division data as described in Section 2;
 - 4.2.3. ensure students are provided meaningful opportunities to develop age-appropriate critical-thinking skills and competencies as they relate to AI;

- 4.2.4. guide students in learning responsible AI use, including effective educational use, critical evaluation of AI-generated output, adherence to ethical standards described in Section 1 and protection of privacy and data described in Section 2;
 - 4.2.5. utilize AI tools and platforms listed in the [Division software inventory](#) as approved for Division use and are age and grade appropriate;
 - 4.2.6. ensure equitable access for all students when requiring the use of AI tools and platforms for classwork; and
 - 4.2.7. guide students in developing an age-appropriate understanding of the broader societal impact of AI.
5. Student Responsibilities:
- 5.1. Students, under the direction of their teachers, may choose to use AI systems and tools to support their learning, ensuring that such use enhances their educational experience and contributes to their career readiness.
 - 5.2. When using AI for educational purposes, students shall:
 - 5.2.1. use AI in accordance with their teachers' instructions and guidelines and in a manner that reflects academic integrity;
 - 5.2.2. use AI responsibly, following guidelines for ethical use described in Section 1 and privacy and data security described in Section 2; and
 - 5.2.3. apply age-appropriate critical-thinking skills and competencies when using AI.
6. Principal Responsibilities:
- 6.1. Principals oversee the ethical implementation of AI tools and teaching practices, ensure administrative procedure compliance and foster environments where human and professional judgment remains central to decision-making processes.
 - 6.2. Principals shall:
 - 6.2.1. ensure AI use in their school meets the ethical standards established in Section 1;
 - 6.2.2. ensure AI use in their school meets the professional standards of the teaching profession;
 - 6.2.3. ensure AI use in their school aligns with school and Division educational priorities and goals;
 - 6.2.4. ensure AI use in their school aligns with Division privacy and security policies and guidelines described in Section 2; and
 - 6.2.5. facilitate professional learning for staff in the safe, ethical and effective use of AI tools in teaching and learning.
7. Director Responsibilities:
- 7.1. Directors oversee the ethical implementation of AI tools and practices, ensure administrative procedure compliance and foster environments where human and professional judgment remains central to decision-making processes.
 - 7.2. Directors shall:
 - 7.2.1. ensure AI use in their department meets the ethical standards established in Section 1;
 - 7.2.2. ensure AI use in their department meets their professional standards;

- 7.2.3. ensure AI use in their department aligns with department education plans and Division education plans;
 - 7.2.4. ensure AI use in their department aligns with Division privacy and security policies and guidelines described in Section 2; and
 - 7.2.5. facilitate professional learning for staff in the safe, ethical and effective use of AI tools.
8. Alignment with Educational Priorities, Goals and Outcomes:
- 8.1. Use of AI shall:
 - 8.1.1. support and enhance the educational priorities, goals and outcomes of the Division and should not replace but augment the educational process; and
 - 8.1.2. support and enhance student academic achievement, equity of access, career readiness and social-emotional learning.
9. Administrative Procedure Review:
- 9.1. The Division shall review this Administrative Procedure a minimum of twice annually.

Reference:

Freedom of Information and Protection of Privacy Act

Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments

Administrative Procedure 140: Responsible Use and Security of Information Technologies

Administrative Procedure 180: Freedom of Information and Protection of Privacy

Administrative Procedure 350: Student Conduct

Administrative Procedure 360: Learning Assessment

Administrative Procedure 404: Employee Conduct

Leadership Quality Standard

Teaching Quality Standard