

	<i>Chinook's Edge School Division – Administrative Procedure</i>	
	<b>AP 2-26 Artificial Intelligence</b>	
<b>Related Policies:</b>	<b>Initial Approval: 2024 June 25</b>	
<b>Related Procedures:</b> <a href="#">AP 2-20 Technology Access</a>	<b>Last Amended:</b>	
<b>Exhibits:</b> <a href="#">Technology Responsible Use Terms and Conditions</a>	<b>Last Reviewed:</b>	

**PURPOSE**

**Chinook's Edge School Division will be purposeful** in guiding the ethical, safe, and effective integration of Artificial Intelligence (AI) technologies in K-12 education. Our objective is to leverage AI to enhance the quality of education, personalize learning experiences, improve educational outcomes, and prepare students for a future increasingly shaped by AI technologies. Our goals are to prepare students to succeed in their personal & academic endeavors, as well as to thrive in a world where AI plays a central role in shaping our society and economy.

**SCOPE**

This procedure applies to all CESD students and staff.

**DEFINITIONS**

**Artificial Intelligence:** Computing systems that are able to engage in human-like processes such as learning, adapting, synthesizing, self-corrections and use of data for complex processing tasks (Popenici & Kerr, 2017, p. 2).

**Generative Artificial Intelligence:** These tools are trained on massive sets of data, and have the capacity to respond and generate text, images and video that is realistic, and even human-like in its appearance. It “generates new data that mimics existing datasets” (Chan & Hu, 2023, p. 1).

**Predictive Artificial Intelligence:** These are tools used to make recommendations; they utilize data about past actions and forecast future needs and wants based on this data. They can forecast based on analyzed patterns, and can forecast outcomes such as being on track for graduation. Predictive learning analytics are categorized as predictive artificial intelligence.

**Differentiation:** Differentiation involves adapting to individual differences in terms of content (i.e., what students learn), rate (i.e., the pace at which students learn the content), preference (i.e., how they learn the content), and environment (i.e., how the classroom facilitates interaction and learning among students) to help students achieve maximum growth (Johnson, 2020, p. 206).

**Academic Integrity:** The International Center for Academic Integrity defines academic integrity as a ‘commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility (Dawson, 2021, p. 7).

**AI support of Creativity/Creation:** AI tools offer a wide array of support for the creative labour inherent in teaching.

**AI as a Collaborator:** AI tools offer collaborative support in assessment when used for the purposes of formative assessment or anonymized data analysis.

**AI as Clerical Support:** AI tools can provide clerical support for written tasks associated with teaching.

## PROCEDURES

1. CESD staff will ensure that AI technologies contribute to the equitable access to educational resources and opportunities for students, regardless of their socio-economic background, abilities, or geographic location.
2. CESD staff will utilize AI tools to enhance teaching and learning by creating engaging, interactive, and personalized learning experiences that cater to the diverse needs of students.
3. CESD will equip students and educators with the knowledge and skills necessary to responsibly use AI technologies. This will be done by helping develop the understanding of the potential of AI, its limitations, and the need for human input and supervision of all AI creations.
4. CESD commits to the ethical use of AI in education; with staff members being aware of the potential of AI tools to perpetuate bias and inequity through the created output. The responses generated by AI may contain biases and inequalities in the data, depending on the materials that were used for training, and as such, teachers need to analyze and assess the responses.
5. CESD dissuades the use of AI tools to detect the use of generative AI in student writing. CESD encourages teachers with concerns regarding submitted student work to engage the students in one-on-one conversations about the submitted work.
6. CESD supports our teaching staff in role modeling the appropriate use of AI tools to students throughout the instructional cycle, including differentiation in planning, instruction and assessment both formative and summative.
7. CESD encourages teaching staff to utilize AI to personalize student learning experiences, improve educational outcomes, and prepare students for a future increasingly shaped by AI technologies. CESD thereby encourages teachers to discuss the use of AI with their students.
8. CESD encourages teachers and administrators to continue engaging in professional development related to AI to ensure our students are provided with AI skills and experiences that prepare them for success in their personal and academic endeavors.
9. CESD encourages teachers to experiment and explore and be creative with AI.
10. Under the principal's leadership, teachers should clearly communicate to students and parents the expectations for AI use, including permitted and prohibited uses. Additionally, teachers should establish clear guidelines for how students must report their use of AI in classroom assignments.

## REFERENCE AND LINKS

Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*, 20(1), 43.

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Dawson, P. (2021). *Defending assessment security in a digital world : preventing e-cheating and supporting academic integrity in higher education*. Routledge.

Johnsen, S. K., Fearon-Drake, D., & Wisely, L. W. (2020). A Formative Evaluation of Differentiation Practices in Elementary Cluster Classrooms. *Roeper Review*, 42(3), 206–218.

<https://doi.org/10.1080/02783193.2020.1765921>

Popenici, S. A. D., & Kerr, S. (2017). Exploring the impact of artificial intelligence on teaching and learning in higher education. *Research and Practice in Technology Enhanced Learning*, 12(1), 22.

<https://doi.org/10.1186/s41039-017-0062-8>

## **HISTORY**