

Administrative Procedure 145

General Administration

RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI)

BACKGROUND

The purpose of this Administrative Procedure (AP) is to provide guidance for the ethical, responsible, and effective use of Artificial Intelligence (AI) tools by staff and students, in alignment with Westmount Charter School's charter goals and our commitment to fostering gifted education from the inside out.

AI is increasingly relevant in K-12 education and is particularly significant at Westmount, given our mandate to support the advanced learning needs of gifted and twice-exceptional students. When used thoughtfully, AI can enhance personalized learning, support differentiated instruction, deepen inquiry-based work, and offer enrichment opportunities that align with the strengths, interests, and accelerated learning trajectories of gifted learners.

As a research-informed charter school, Westmount has a responsibility to explore emerging technologies, including AI, in ways that promote innovation, uphold academic integrity, and model ethical digital citizenship. This procedure ensures that AI is integrated in ways that enhance teaching and learning, protect student data and privacy, and maintain the human-centred relationships that are foundational to student well-being and development.

This Administrative Procedure applies to:

- All students and staff at Westmount Charter School
- Use of AI on school-provided and personal devices in school-related contexts
- AI tools used for instruction, assessment, planning, reporting, and administrative functions

DEFINITIONS

The definitions in the table below apply to this Administrative Procedure.

Artificial Intelligence (AI)	Software or systems using machine learning, predictive analytics, or generative technologies (text, image, audio, code) to perform tasks that usually require human intelligence.
Generative AI	AI that generates original content from prompts.
Sensitive/Personal Data	Private or identifying student/staff information, including grades, health, or other personal identifiers.

PROCEDURES

1. Guiding Principles

1.1 The provision of technology services can be broadly categorized as occurring at one of four main levels as follows:

1.1.1 Support Gifted Education Goals and Equity

1.1.1.1 AI should enhance student performance, engagement, and specialized learning opportunities, all while ensuring all students have fair and equitable access.

1.1.2 Uphold Teacher/Staff Professional Judgment

- 1.1.2.1 AI is a tool to support, not replace, human professional judgment. Instructional, assessment, and pedagogical decisions must remain under the control of qualified educators. Teachers and staff retain responsibility for interpreting, validating, and contextualizing AI-generated content before integrating it into learning, feedback, or assessment.
- 1.1.3 Be Ethical, Transparent, Accountable, and Respectful of Diversity
 - 1.1.3.1 AI use should reflect our school's commitment to integrity, fairness, and respect for all learners. This includes:
 - 1.1.3.1.1 Acknowledging where AI is used as needed (transparency);
 - 1.1.3.1.2 Ensuring outputs are free from bias or unfair disadvantage;
 - 1.1.3.1.3 Respecting neurodiversity, asynchronous development, and varied learning needs; and
 - 1.1.3.1.4 Creating inclusive opportunities so AI benefits, rather than excludes, all students.
- 1.1.4 Protect Privacy, Data Security, and Autonomy
 - 1.1.4.1 Use of AI must comply with applicable legislation and privacy standards. Sensitive or personally identifying data must be handled with the highest regard for confidentiality and security. Users must share only what is necessary, avoid exposing unnecessary data, and obtain informed consent or appropriate legal authorization when using any AI system to process personal data.
- 1.1.5 Encourage AI Literacy, Critical Awareness, and Human Oversight
 - 1.1.5.1 Staff and students should be supported to understand both the capabilities and limitations of AI. The use of AI should include critical reflection on its outputs (accuracy, reliability, bias, ethical implications) and regular human oversight. AI should function as part of a socio-technical ecosystem, where users must remain aware of how AI works, when it is appropriate, and when human judgment is essential.
- 1.1.6 Promote Transparency, Community Engagement, and Shared Responsibility
 - 1.1.6.1 Decisions about AI adoption, deployment, and purpose should be made collaboratively, with input from educators, students, and, as appropriate, families and the broader school community. Communicating about when and how AI is used, why it is being used, and what protections/oversight are in place helps build trust and shared ownership.
- 1.1.7 Commit to Continuous Review, Responsible Innovation, and Ethical Governance
 - 1.1.7.1 Because AI technologies evolve rapidly, AI policy and practices should remain adaptable and regularly reviewed. This includes assessing educational value, ethical risks, equity impacts, data protection, and stakeholder feedback, and adjusting practices and guidelines as necessary to uphold our school's mission, values, and commitment to student well-being.

2 Legal and Regulatory Compliance

2.1 As Westmount Charter School is a public charter school in Alberta, the following legislative and regulatory requirements apply to any use of AI involving personal or sensitive data:

- 2.1.1 The Protection of Privacy Act (POPA), in force since June 11, 2025, governs the collection, use, disclosure, and protection of personal information by public bodies in Alberta.
- 2.1.2 Under POPA, personal information must be collected, used, or disclosed only when necessary for the operation or programs of Westmount. Collection must be limited (data minimization), and the purpose of the collection must be clearly articulated to data subjects (or their guardians).
- 2.1.3 Westmount must commit to "privacy-by-design" when selecting or deploying an AI platform: only gather what is strictly necessary; ensure security, minimal retention, clarity about third-party access and data ownership; and avoid sending sensitive data to tools that cannot guarantee compliance.
- 2.1.4 In the procurement or adoption of any AI, Westmount must evaluate vendors on data security, privacy practices, third-party access/retention, and child-appropriate design, in light of obligations under POPA and the ethical concerns raised in national privacy regulator guidance.

2.2 This legal and regulatory compliance section should be referenced whenever student or staff data is used with AI (planning, assessment, resource creation, communication, etc.).

3 Procedures for Students

3.1 Permitted Use

- 3.1.1 Students may use AI only with teacher approval for designated activities or assignments. AI use must align with classroom expectations, academic integrity standards, and assessment guidelines.
- 3.1.2 Staff must maintain a human-in-the-loop approach for all assessments, feedback, and instructional decisions. AI outputs may inform teaching, while teachers are responsible for reviewing, validating, and contextualizing any AI-generated content before sharing it with students.
- 3.1.3 Teachers will specify when AI may be used, when independent work is required, and how AI use should be documented.

3.2 Academic Integrity

- 3.2.1 AI-generated work should be clearly acknowledged. As required, students should include an AI disclosure statement specifying:
 - 3.2.1.1 The AI tool(s) used (e.g., ChatGPT, Gemini);
 - 3.2.1.2 Rationale for using AI;
 - 3.2.1.3 How they revised or built upon the AI-generated content to create their final work;
 - 3.2.1.4 Submitting AI work as entirely one's own without attribution is not permitted; and

3.2.1.5 Teachers may provide examples or templates for proper AI disclosure to ensure clarity and consistency.

3.3 Data Protection

3.3.1 Students must not enter sensitive personal or identifying information into AI tools unless explicitly permitted to do so.

3.3.2 Students and teachers should exercise caution and assume that any information entered into AI tools may be retained or used for model training.

3.3.3 Guidance will be provided on what constitutes sensitive information.

3.4 Learning and Reflection

3.4.1 Teachers may require students to submit both AI outputs and their own revised or original work.

3.4.2 Students should document their AI-assisted process as part of the learning and assessment process, including how AI informed their thinking, the revisions they made, and the insights they gained.

3.4.3 Students are encouraged to critically evaluate AI content for accuracy, relevance, and ethical considerations.

3.4.4 Assessment expectations will clarify when AI use is permitted and how it should be integrated into independent work.

4 Procedures for Staff

4.1 Instructional Use

4.1.1 Staff may integrate AI tools to support differentiation, enrichment, and assessment for gifted learners, provided their use aligns with human-centred, teacher-led decision-making.

4.1.2 AI is a support tool, not a replacement for teacher-led instruction or professional judgment.

4.1.3 Staff must maintain a human-in-the-loop approach for all assessments, feedback, and instructional decisions. AI outputs may inform teaching, while teachers are responsible for reviewing, validating, and contextualizing any AI-generated content before sharing it with students.

4.2 Administrative and Planning Use

4.2.1 Staff may use AI for planning, drafting, and resource development, provided that personal or sensitive student data is not involved.

4.2.2 When appropriate, staff may wish to be transparent about using AI generate instructional materials, feedback, or sources. This model's ethical use of AI for students while maintaining trust within the learning community.

4.3 Professional Learning and Support

4.3.1 Staff will receive training in AI literacy, including risks (privacy, bias, equity), data protection, and responsible AI design and use.

- 4.3.2 Training includes understanding the socio-technical dimensions, including not just the why and whether to use AI, but also when human judgment is critical and how to evaluate outputs.

4.4 Oversight and Accountability

- 4.4.1 Staff are responsible for reviewing AI outputs to ensure alignment with Westmount's charter goals, academic standards, learning objectives, and ethical principles.
- 4.4.2 Any misuse, privacy concern, unintended consequences, or perceived bias should be reported immediately to the school administration.

5 Implementation and Communication

- 5.1 Communicate this administration procedure to staff, students, and families.
- 5.2 Provide training and resources (for students and staff) to build AI literacy, including awareness of privacy, ethical, and equity issues.
- 5.3 When procuring or introducing new AI tools, include a stakeholder review process (staff, parents/guardians, where appropriate) that reflects human-centric, collaborative values.

6 Monitoring and Evaluation

- 6.1 This administrative procedure will be reviewed annually or whenever there are significant changes in legislation, regulations (e.g., updates to ATIA and POPA), technology, or school practice.
- 6.2 Review criteria will include:
 - 6.2.1 Staff, student, and parent/guardian feedback on AI use and policy effectiveness;
 - 6.2.2 Legal and regulatory updates, including privacy legislation and K-12 AI guidance; and
 - 6.2.3 New research and evidence on AI integration in K-12 education, instructional strategies, and assessment practices.
- 6.3 Updates and refinements will be communicated to the school community to maintain clarity, transparency, and continuous improvement in AI use.

Legal Reference:	Access to Information Act (ATIA); Protection of Privacy Act (POPA)
Cross Reference:	AP-410 Staff Internet Acceptable Use Policy; AP-342 Mid-High Student Responsible Use Policy; AP-342.1 Elementary Student Responsible Use Policy
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