

Revised: March 2026

Background

This procedure sets expectations for the professional and ethical use of Artificial Intelligence (AI) by Christ The Redeemer (CTR) Catholic Schools' staff members and students. The goal is to ensure that AI is used in alignment with our Catholic faith which supports the division's mission and values, while safeguarding data privacy, upholding professional integrity, and supporting the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and the Code of Professional Conduct for Teachers and Teacher Leaders.

As AI continues to emerge as a technology embedded within human existence, there are challenges and opportunities for CTR staff, students, and families. Our Catholic lens needs to be considered in bringing new meaning and focus to the changing world, preparing students for life within CTR schools and in society, now and in the future. Like any contemporary tool, issue, or area of study, if CTR students are to be prepared for future success, CTR must continually keep abreast of this field and help situate the knowledge acquired and application of these tools this within our Catholic worldview.

There are risks inherent in the dehumanization of relationships that young people may gravitate toward when exposed to AI that offers relationship, counselling, and even the promise of "love". Staff must be diligent in their responsibility as educators in providing their humanity and recognizing the image and likeness of God is inherent in all members of the CTR community. CTR schools are an arm of the Church, which are focused on outreach, service, love, and the inherent dignity of human life. It is more important than ever that staff provide Catholic teachings about this dignity, our collective truth about the salvific love of Jesus Christ, to support CTR students, staff, and families toward their eternal destiny with God in Heaven.

As such, staff must be intentional about the use of AI in their own practice in application with students. As Catholic educators, CTR teachers need to include this intentionality of "what problem we are trying to solve" when procuring resources, developing lessons, and when encouraging to engage with AI to enhance their learning. Conversations about these tools and their uses should be held prior to use for professional development, resourcing, learning, or assessment applications. As educators and leaders, CTR employees must put up guardrails to support these intentions while preventing unintended outcomes from AI use.

Finally, Catholic education must integrate a higher call to action in their teaching practices while also preparing students for a changing world here on earth that they will navigate on their pathway to Heaven. As such, the use of AI within CTR requires continual ethical reflection combined with future planning. As Pope Francis shared in his address at the *58th World Day of Social Communications: Artificial Intelligence and the Wisdom of the Heart: Towards a Fully Human Communication*, "At this time in history, which risks becoming rich in technology and poor in humanity, our reflections must begin with the human heart. Only by adopting a spiritual way of viewing

reality, only by recovering a wisdom of the heart, can we confront and interpret the newness of our time and rediscover the path to a fully human communication". CTR must exist as a beacon of academic excellence and critical thinking opportunities while also serving as a source of humanity, connection, and flourishing for CTR children, youth, staff, and families.

Scope: This procedure applies to all students and staff members within CTR Catholic.

Procedures

1. **Roles:** All members of CTR Catholic have roles and responsibilities to ensure the professional, ethical, and effective use of AI.

1.1. Senior Administration

- 1.1.1. **Direction:** Set and communicate guidelines for the ethical and responsible use of AI that align with the division's mission and values.
- 1.1.2. **Professional Development:** Organize and support ongoing professional development (PD) opportunities focused on the responsible use of AI and emerging technologies.
- 1.1.3. **Resource Allocation:** Ensure resources are available for administrators and staff to effectively integrate AI tools into their roles, with a focus on both student success and operational efficiency.

1.2. Principals

- 1.2.1. **Direction:** Implement and promote the division's guidelines on the ethical and responsible use of AI, fostering a positive culture that aligns with the mission and values established by Senior Administration.
- 1.2.2. **Professional Development:** Facilitate PD for staff, aligning with the opportunities and standards set by Senior Administration, and emphasizing the benefits, risks, and best practices of using AI in education.
- 1.2.3. **Resource Allocation:** Allocate resources to ensure staff have access to the necessary tools and training for effective technology integration.
- 1.2.4. **Communication:** Communicate with teachers, parents and students about the use of AI in the classroom, setting expectations and guidelines that align with the division's mission and values.
- 1.2.5. **Monitor:** Oversee the use of AI tools within the school, ensuring practices align with the division's standards for professionalism and ethical use.

1.3. Teachers and Support Staff

- 1.3.1. **Professional Development:** Participate in PD opportunities focused on technology and AI, staying current with best practices in line with the division's standards.
- 1.3.2. **Communication:** Communicate with students and parents about the use of AI in the classroom, setting expectations and guidelines that align with the division's mission and values.
- 1.3.3. **Ethical Use:** Demonstrate professional judgment in selecting and using AI tools.
- 1.3.4. **Reflect:** Regularly assess the impact of technology on student learning and adjust instructional approaches as needed to enhance educational outcomes.

2. **Foundations of Artificial Intelligence:** Staff shall uphold their professional responsibilities, as outlined in the Teacher and Leadership Quality Standards, by continuously learning about emerging technologies and their applications in education. When using AI tools, staff must understand how these tools may impact all areas of their roles, including planning, assessment, and communication, as well as their limitations and potential opportunities. Key areas that build this foundational knowledge include:

- 2.1. **How AI Works:** Developing a basic understanding of how AI systems process data, learn from patterns, and make decisions.

- 2.2. **Limitations and Challenges of AI:** Recognizing AI's constraints, such as potential errors, biases, ethical concerns, academic integrity, as well as the limitations of AI detection tools.
 - 2.3. **Opportunities with AI:** Identifying the benefits AI offers, including improving student learning, enhancing productivity, personalizing learning experiences, and streamlining tasks.
3. **Professional and Ethical Use of Technology:** Staff shall demonstrate professional judgment when using AI tools in all aspects of their roles, including planning, assessment, and communication, ensuring that their decisions are informed by the ongoing analysis of their teaching context and their pedagogical knowledge. Strategies that support professional judgement include:
 - 3.1. **Evaluate:** Assess AI tools for accuracy, reliability, curricular connection, and ethical implications before integrating them into teaching practices.
 - 3.2. **Align:** Ensure that the use of AI tools aligns with the specific needs and learning goals of students and the curriculum outcomes.
 - 3.3. **Verify:** Confirm the reliability and appropriateness of information generated by AI, ensuring it meets educational standards.
 - 3.4. **Review:** Continuously monitor and review AI tool outputs to ensure they remain relevant and effective in the learning context.
 - 3.5. **Adapt:** Modify the use of AI tools as needed to better fit the evolving needs of students and the educational environment.
 - 3.6. **Communicate:** Ensure that administration, students, and parents are aware of use of AI in the classroom and the rationale for how and why it is used.
4. **Effective, Efficient, and Workload-Conscious Use of Technology:** CTR recognizes that when used appropriately, AI can support teachers and administrators in managing workloads and balancing personal and professional responsibilities, without compromising their professional judgement and quality of work.
5. **Professional Development:** CTR Catholic is committed to providing responsive PD on AI, ensuring that staff understand its capabilities and limitations, as well as security and ethical considerations. This PD will keep staff informed about the best practices, opportunities, and risks, helping to enhance educational outcomes without compromising ethics or student well-being.
6. **Data Privacy:** Staff must follow all applicable divisional data privacy policies, including Access to Information Act (ATIA) and the Protection of Privacy Act (POPA) to protect personal information of students, staff, and other community members, ensuring that private data is not disclosed. Staff must not disclose any personally identifiable Information of students, staff, or community members, including but not limited to full names, addresses, phone numbers, student ID numbers and student images. In addition, staff must only upload student work to CTR Catholic approved software.
7. **Student Learning and AI:**
 - 7.1. The relationships and professional judgment that teachers cultivate with their students form the bedrock of effective education. Acknowledging this fundamental principle, CTR Catholic recognizes that the utilization of AI tools with students will vary depending on the educational context, such as grade and subject area. In collaboration with school administration, teachers shall clarify if, when, and how AI tools may be used by students. As with the use of any technology, inappropriate or unethical use of AI could reduce student learning and development. When students are guided toward effective and ethical use, AI tools may support student learning, such as enhancing:
 - 7.1.1. **Inclusive Learning Environments:** AI can be utilized to create inclusive learning environments, providing personalized support and adaptive learning tools that meet the diverse learning needs of all students.

- 7.1.2. **Creativity:** Students can harness AI to spark creativity across diverse subjects, and support problem solving, critical thinking, and creativity.
- 7.1.3. **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations, enhancing their communication skills.
- 7.1.4. **Content Creation:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, assist students in organizing thoughts and content, and aid in content review and creation.
- 7.1.5. **Tutoring:** AI technologies have the potential to increase access to one-on-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants can provide continuous support, answer questions, and assist with homework.

7.2. Teachers shall provide instruction on privacy considerations and the responsible, ethical use of AI tools. Teachers shall instruct students that:

- 7.2.1. AI tools are not the sole solution for completing tasks or assignments.
- 7.2.2. Students must adhere to academic integrity standards and the Student Conduct Administrative Procedure.
- 7.2.3. Students must document their learning process, explicitly indicating when and how they used AI tools, and appropriately citing their use.
- 7.2.4. The use of AI tools may affect the assessment of student learning, requiring teachers to consider alternative or expanded assessment practices.
- 7.2.5. Students must comply with age restrictions and eligibility requirements for AI tools (e.g., OpenAI's ChatGPT requires users to be at least 13 years old).
- 7.2.6. Students are prohibited from uploading personal information into AI tools.
- 7.2.7. Uploading work to AI tools may result in offering their intellectual property to the company hosting the AI (e.g., OpenAI, Google, etc.).
- 7.2.8. Students are only permitted to upload their own work to AI tools when explicitly authorized by their teacher.
- 7.2.9. Where CTR Catholic uses AI to create aggregated, anonymized, or derived data for planning or evaluation, the Division will apply appropriate governance, security classification, and human oversight consistent with POPA and CTR's Privacy Management Program (PMP).

8. **Related Policies:** The division reaffirms that all [CTR Administrative Procedures](#) apply in relation to the use of AI, including STU #01 - [Student Conduct and Discipline Process](#), and GEN #03 - [Computer Equipment, Internet, and Networks \(Divisional\) – Acceptable Use](#).

9. **Review:** This administrative procedure will be reviewed as needed to remain aligned with emerging technologies and educational practices. The Superintendent or designate may conduct periodic evaluations of AI tools and best practices to ensure the continued relevance, fiscal responsibility, and effective integration of AI in supporting educational goals. The Superintendent or designate can provide, restrict, or limit the use of specific emerging technologies.