

Administrative Procedure Artificial Intelligence		
	Department:	Student Programming
	Approved by:	Leadership Council
	Date Approved:	March 30, 2026
	Revision Date(s):	
	Review Date:	
	External References • <i>The Education Act, 1995</i> • Ministry of Education Adaptive Dimension Framework	
	Internal References • Sask DLC's Assessment, Grading, and Communication Framework • Centralized Course Development AP • Academic Integrity AP • Student and Family Code of Conduct • Privacy AP • Acceptable Use of Technology AP • Technology Use for Online Learning Facilitators AP • Purchase of Goods and Services AP (Procurement Process)	

Purpose

- As artificial intelligence (AI) continues to expand and evolve, this administrative procedure (AP) establishes guidelines for the ethical, responsible, and effective use of AI within Sask DLC.
- This AP aims to balance innovation with academic integrity, ensuring AI is used as a supportive tool in education while upholding transparency, accountability, and ethical considerations.

Scope and Implementation

- Implementation of this AP is iterative. During the implementation period, all staff are expected to act in the spirit of this AP and apply its guiding principles in good faith.
- All provisions in this AP apply immediately upon publication unless a specific provision notes a deferral. Deferred provisions reflect areas where supports, such as, processes, templates, or guidelines, are still under development. Deferred provisions are identified with the label [EFFECTIVE UPON Sask DLC AI GUIDEBOOK AVAILABILITY] and will become effective upon publication of corresponding supports.
- This procedure applies to all Sask DLC students and staff, and covers AI integration in teaching, learning, assessment, and administrative functions while ensuring compliance with privacy, ethical, and educational standards.

Policy Statement

- Sask DLC is committed to leveraging AI to enhance personalized learning and administrative efficiency while maintaining high standards of academic integrity, ethical AI use, and data security.

- Sask DLC’s existing APs apply to all online activities. Prior to using AI Sask DLC employees and students should review relevant Sask DLC’s APs including: Acceptable Use of Technology, Student and Family Code of Conduct, Technology Use for Online Learning Facilitators, Purchase of Goods and Services (Procurement Process) and Privacy.

Guiding Principles

These guiding principles inform all AI-related decisions and learning practices at Sask DLC.

- **Commit to Human Centered and Relationship Driven Learning:** AI supports learning, feedback, and connection. It never replaces student thinking, professional judgment, or meaningful relationships.
- **Uphold Integrity and Transparency:** Ensure AI use is appropriate to context and clearly disclosed.
- **Promote Responsible and Informed Use:** Developing AI literacy ensures we understand system limitations, respect data boundaries, and retain human responsibility for evaluating AI-supported outputs.
- **Advance Equity, Accessibility, and Fairness:** By using AI, strive to reduce barriers, support diverse learners, and be used in ways that are inclusive and fair.
- **Maintain Accountability and Continuous Improvement:** People remain accountable for the selection, use, and review of AI with practices regularly evaluated to address privacy, data protection, ethical considerations, and evolving risks.

Procedures

1. Expected use of AI

AI may be integrated at Sask DLC to support teaching, learning, and administrative processes as outlined below, with flexibility for other uses that comply with this AP:

- a. Lesson Planning and Differentiation: Assist educators in planning lessons and adapting instruction to inform early interventions and meet diverse student needs.
- b. Assessment Design and Feedback: Enhance assessment design and provide personalized feedback and recommendations while retaining human agency, judgement, and control in overriding AI model output. AI will not be solely responsible for grading.
- c. Student Engagement: Enhance student engagement through the use of learner-centric supports such as responsive content and personalized tutoring.
- d. Inclusion and Alignment: Ensure AI-supported learning activities align with centrally developed base courses while applying Adaptive Dimension principles to meet diverse student needs.
- e. Administrative Operations: Support corporate functions while proceeding with awareness and caution and clearly documenting the process of using AI to manage information securely.

2. Student Data Security and Protection

- a. Sask DLC staff must ensure AI adoption and use meets data protection standards in compliance with *The Freedom of Information and Protection of Privacy Act* (FOIP). Teachers and administrators must ensure student data is handled securely and only

information necessary to enhance the educational experience may be used as outlined in the [Privacy AP, Appendix A - Disclosure of Personal Identifiable Information in Educational Applications guideline](#).

- b. Sask DLC staff and students must not input any personal health information into AI, unless when required by law, consistent with the relevant legislative authority and as outlined in the [Privacy AP](#).
- c. Sask DLC does not support the use of generative AI detection tools.

3. Roles and Responsibilities **[EFFECTIVE UPON Sask DLC AI GUIDEBOOK AVAILABILITY]**

- a. Sask DLC is responsible to:
 - i. ensure assignments and assessments emphasize the process of learning and skill growth to reduce AI misuse;
 - ii. develop, maintain, and share supports to guide the understanding, evaluation and use of AI;
 - iii. build staff capacity through AI focused professional learning including AI Basics training and AI Literacy resources;
 - iv. ensure equitable access to secure generative AI that meets information, privacy and security requirements; and
 - v. uphold data security and privacy mechanisms through regular vetting and review of AI to ensure responsible integration in the learning environment.
- b. All staff are responsible to:
 - i. ensure AI use is aligned with recognized ethical standards and avoid misuse, harm, or misrepresentation;
 - ii. critically evaluate all AI outputs and retain responsibility for work product produced in collaboration with AI;
 - iii. uphold transparency and disclose AI use in published works;
 - iv. use AI as per Sask DLC [Acceptable Use of Technology AP](#) and Sask DLC procurement processes; and
 - v. abide by departmental risk mitigation and acceptable uses of AI.
- c. Campus Administrator is responsible to:
 - i. understand, communicate, clarify and support implementation of the AI AP;
 - ii. ensure AI use aligns with Sask DLC policies and procedures;
 - iii. address and report AI misuse in accordance with Sask DLC APs and Sask DLC information, privacy and security requirements;
 - iv. identify and request professional learning opportunities from student programming team to support effective AI use; and
 - v. collaborate on audits to ensure ethical use of AI.
- d. Professional Learning Network (PLN) Leads are responsible to:
 - i. understand, communicate and clarify the AP with PLN members;
 - ii. identify and request required professional learning opportunities from student programming team to support effective AI use; and

- iii. collaborate on audits to ensure ethical use of AI.
- e. Teacher is responsible to:
 - i. promote accountability through modeling and encouraging responsible and ethical use of AI;
 - ii. critically review their own AI use for accuracy, bias, and appropriateness;
 - iii. support students in developing AI literacy to understand, evaluate and use AI; and
 - iv. ensure AI use supports responsive instruction and outcome-based assessment.
- f. Student is responsible to:
 - i. use AI ethically and responsibly;
 - ii. collaborate with AI as a tool to enhance personal understanding;
 - iii. retain responsibility for any AI output they generate;
 - iv. follow direction regarding permitted AI use for each assignment or assessment and disclose AI-assisted content in submissions;
 - v. refrain from using AI to create, distribute or access inappropriate, offensive, harassing, discriminatory or harmful content (e.g., deep fakes) or otherwise engage in cyberbullying or online harassment as outlined in the [Acceptable Use of Technology AP](#);
 - vi. engage in learning activities that develop independent thinking and critical analysis; and
 - vii. ensure AI use makes the most of educational opportunities as outlined in the Student and Family Code of Conduct.

Definitions

Academic Integrity: The responsible practice of upholding honesty and transparency in all academic work, ensuring submissions are original, properly attributed, and that any use of artificial intelligence or external assistance is clearly disclosed.

Adaptive Dimension: is an [educational framework](#) grounded in an inclusive philosophy that upholds adaptations as a right, not a privilege. It guides teachers in flexibly adjusting instruction, resources, assessment, and the learning environment to meet individual student needs while maintaining curriculum integrity.

Artificial Intelligence (AI): Machine-based systems that use data, inputs, and contextual information to generate outputs based on associations and patterns. This includes embedded AI capabilities, generative AI applications (e.g., chatbots, content generation), learning analytics, and agentic systems.

AI-Assisted Learning: The use of AI to support instruction, feedback, and student learning without replacing human educators.

AI Literacy: The knowledge, skills, and attitudes that enable individuals to understand, engage with, and responsibly use AI. It includes the ability to understand and use AI, while evaluating the benefits, risks, and ethical implications.

AI Misuse: Failure to comply with the principles, responsibilities, and boundaries for AI use outlined in this and related APs, including but not limited to academic integrity, privacy, and data governance. Examples include submitting AI-generated work as one's own, using AI to complete restricted

assessments, relying on AI outputs without verification where human judgment is required, or using AI in ways that compromise confidentiality, security, or ethical standards.

Centralized Course Development Model: Sask DLC course content is created and curated by a central development team.

Personal Information (PI): Personal information about an identifiable individual that is recorded in any form as defined in section 24 of [*The Freedom of Information and Protection of Privacy Act \(the FOIPP Act\)*](#).

Personal Health Information (PHI): Refers to any health record information as defined in section 2 of the [*Health Information Protection Act \(HIPA\)*](#).