



Artificial Intelligence Responsible Use Policy

Policy Type: Administrative
Applies To: All Staff, students, and contractors
Approved By: Lead Principal
Policy Reviewed: Annually
Adopted: 2025
Revisions:

POLICY STATEMENT

Maple Ridge Christian School affirms that Artificial Intelligence (AI) can enhance teaching, learning, and administration when used responsibly. This policy ensures that AI is used ethically, transparently, and in ways that respect human dignity, protect privacy, and align with BC curriculum, BC privacy laws, and the school's Christian mission.

PURPOSE:

The purpose of this policy is to:

- Provide clear guidelines for the responsible use of AI by educators and staff.
- Safeguard student and staff privacy, wellbeing, and equity.
- Ensure AI supports but does not replace professional judgment and relationships.
- Establish processes for approval, monitoring, and review of AI use.

DEFINITIONS:

- **Artificial Intelligence (AI):** Computer systems that perform tasks requiring human-like intelligence, including generative AI, predictive analytics, and machine learning.



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- **Generative AI:** AI that can produce text, images, video, or audio in response to prompts.
 - **Approved AI Tool:** An AI system reviewed and authorized by the school for educational use.
 - **Responsible Use:** Ethical, transparent, and lawful use of AI that upholds privacy, fairness, and wellbeing.

GUIDING PRINCIPLES:

AI use at MRCS shall be governed by the following principles:

1. **Inform but Not Replace Human Agency** - AI tools are to be used to inform decisions and support learning—not to automate or override human judgment. Teachers remain central to instructional design, student assessment, and student care. We seek to be co-creators with God, not passive consumers of algorithmic decisions.
2. **Extending Rather Than Replacing Human Cognitive Capacity** - AI should be used to strengthen curiosity, creative thinking, critical thinking, inquiry, and personal and social responsibility—not shortcut the learning process. True education forms character and wisdom; it is not reducible to correct answers. As we encourage educators to adjust their pedagogy, ensuring that the work being done in the classroom helps students develop skills in the use of AI, we also need to ensure that the learner understands and develops discipline in the timing of the use of AI.
3. **Respect and Advance Human Embodiment** - Christian education is incarnational. Technology should never separate students from the richness of physical presence,



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activity, or care. Learning happens in lived communities, technology use, and in particular generative AI tools, should be employed when they provide opportunity for a deepened relationship.

4. **Serve Relationships Rather Than Replace Them** - Relational learning is core to Christian education. AI cannot and must not replace the empathy, guidance, or mentorship of trusted adults. Where AI provides efficiency, it should be used to deepen connection and relationship by enhancing the quality of conversation or connection.
5. **Restore Trust in Human Institutions by Protecting Privacy and Advancing Transparency** - Transparency, accountability, and privacy are essential in building trust in both human and technological systems. Ethical AI use is clear, traceable, and accountable.
6. **Value Expertise and Promote Discernment** - Christian education seeks wisdom. AI should not flatten complex thinking or substitute discernment with convenience. The development of expertise becomes elevated as the need for deeper understanding and lateral research skills allow users to discern truth or a good idea from a hallucination.

RESPONSIBILITIES: **Educators and Staff**

- Use only school-approved AI tools with students.
- Disclose AI use to students when they may assume the content is strictly teacher generated (for example, when using AI to provide feedback).
- Ensure AI-generated content is reviewed and adapted before use.



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- Protect student data by avoiding entry of personally identifiable information into public AI systems.

Administrators

- Establish and maintain a list of approved AI tools.
- Provide training and professional development in AI literacy and ethics.
- Monitor compliance with this policy and address violations.

Students (Indirectly Affected)

- Must acknowledge AI use in assignments and assessments.
- Are subject to the school's academic integrity standards.

Parents/Guardians

- Will be informed of AI use in classrooms (via the tech use policy as directed by the school and used already).
- Provide consent where tools directly interact with identifiable student data.

PROCEDURES:

Tool Approval

- Only AI tools that meet privacy, security, and educational value standards may be used.



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- The administration will maintain an Approved AI Tool Register.

Acceptable Use

Permitted uses include:

- Lesson planning, differentiation, and resource generation.
- Administrative efficiency (e.g., scheduling, communications).
- Accessibility support and translation.

Restricted/Prohibited uses include:

- Full delegation of grading to AI.
- Student surveillance or predictive profiling.
- Submitting AI-generated work as original without attribution.

Professional Development

- The school will provide annual training in AI ethics, privacy, and instructional use.

Privacy and Data Protection

- Staff must not upload student or staff personal data to public AI tools.
- Data collection must be minimized and comply with Canadian and provincial privacy laws.



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Transparency and Consent

- Families will be informed of AI use in school.
- Consent will be obtained for AI systems interacting directly with student data.

Accountability and Compliance

- Educators remain responsible for all output generated with AI.
- Breaches of this policy will be addressed through retraining, corrective action, or disciplinary measures.

REFERENCES:

This policy was developed with the support of AI and in direct reference to:

- *Artificial Intelligence in Education Draft Model* (Phil McRae, 2024).
- *Australian Framework for Generative AI in Schools* (Education Ministers, 2023/2024).
- <https://journal.praxis.co/a-redemptive-thesis-for-artificial-intelligence> (Andy Crouch, 2024)