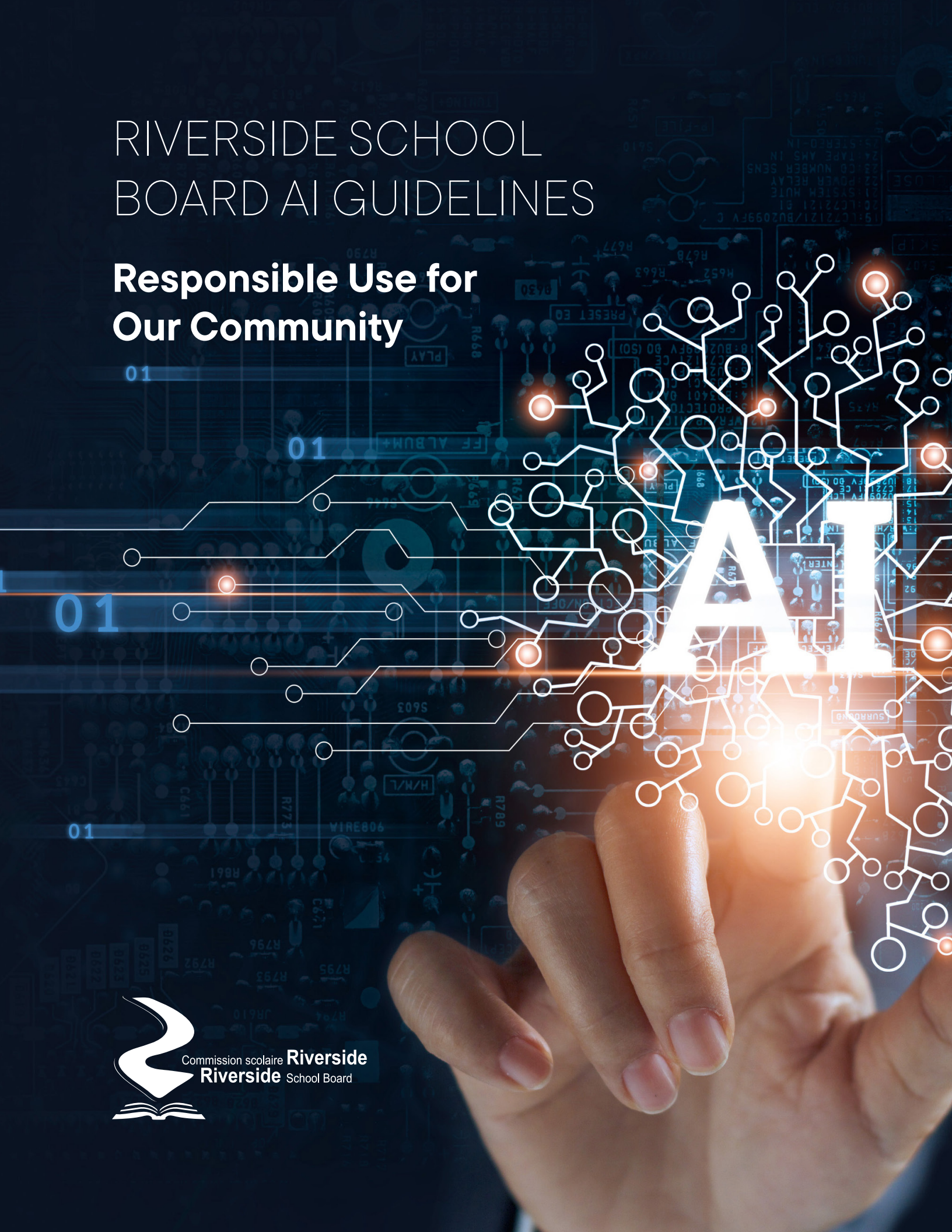
RIVERSIDE SCHOOL BOARD AI GUIDELINES

Responsible Use for Our Community



Commission scolaire Riverside
Riverside School Board

As artificial intelligence (AI) tools become increasingly present in our society and classrooms, it is essential to establish clear, responsible, and future-oriented guidelines for their integration in education. This framework is built around three pillars—legal requirements, ethical and responsible use, and pedagogical use —that reflect the board's desire to ensure that AI is used responsibly in ways that benefit both students and staff.

This guide aims to provide Riverside School Board's administrators, staff, teachers and students with resources and strategies for intentional and effective AI integration in teaching and lea rning. It recognizes that AI has the potential to transform education by offering new ways to teach, learn, and manage administrative tasks. Furthermore, these guidelines prepare learners to navigate this technological transformation with confidence and responsibility, ensuring they are equipped with necessary skills for their life and career paths in an AI-driven future.

The responsible use of AI in education emphasizes promoting human well-being, fostering critical thinking, ensuring transparency and accountability, and maintaining academic integrity. This involves careful consideration of data privacy, security, algorithmic bias, misinformation, and intellectual property rights. By establishing clear directives, this framework seeks to maximize the benefits of AI while mitigating associated risks, ensuring an inclusive, equitable, and quality educational experience for the entire school community. The guidelines are applicable across all educational settings (elementary, secondary, adult education, and vocational training) and extend to any digital platforms, software, or tools that incorporate AI features—whether explicitly marketed as AI or integrated behind the scenes.

While these guidelines offer a framework, teachers maintain the professional liberty to choose whether or not to integrate AI. Furthermore, educators retain the right to determine the proper use of AI in relation to tasks assigned to students, ultimately aiming to maximize AI's benefits for an equitable, ethical, and high-quality educational experience for all.

Guide
rather than forbid.

Inform
rather than banish.

Educate
rather than punish.

GOALS

FOSTER AI LITERACY AND CRITICAL THINKING:

- Equip students and staff with the necessary skills to understand, use, and critically evaluate AI systems.
- Foster critical thinking about AI content and its possibilities and limitations.
- Clarify expectations for educators, students, administrators, and staff.

ENSURE ETHICAL AND EQUITABLE USE:

- Promote transparency, fairness, accessibility, and ethical reflection.
- Establish clear principles for the ethical and responsible integration of AI, addressing issues such as data privacy, security, algorithmic bias, fairness, and accountability.

PROTECT RIGHTS AND PRIVACY:

- Clarify copyright, uphold data protection, and align with legal standards.
- Ensure the guidelines align with relevant legislation concerning data privacy, intellectual property, and other legal frameworks.

CLARIFY ROLES AND RESPONSIBILITIES:

- Define the roles and responsibilities of students, teachers, administrators, and the school board regarding AI use, including teachers' professional liberty in choosing to integrate AI and their right to determine its proper use for assigned tasks.

Note: This document was developed through a collaborative process involving a committee of teachers, professionals, and administrators who brainstormed initial ideas. Generative AI tools were then utilized to produce the first drafts. Following this, various stakeholders of the Riverside School Board provided valuable comments and feedback, leading to the final refinement, review, and editing by the AI guideline committee.

DEFINITIONS

Generative AI: A type of Artificial Intelligence that generates original content (such as texts, images, videos, or music) by analyzing vast datasets and predicting the next element.

Prompt: A specific request or instruction given to an AI system to obtain information, generate content, or accomplish a particular task. The quality and clarity of the prompt significantly influence the AI's output.

Hallucination (AI): A phenomenon where an AI system generates information that is plausible-sounding but factually incorrect, nonsensical, or not supported by its training data because it will fill any void with an answer. This can occur even when the AI seems confident in its output.

Digital Sobriety: A conscious and intentional approach to using digital technologies, including AI, in a way that prioritizes well-being, minimizes excessive consumption, and focuses on thoughtful and productive engagement rather than passive or addictive use. It emphasizes critical reflection on the necessity and impact of digital interactions.

Bias: In the context of AI, bias refers to systemic and unfair prejudice in the output of an AI system, often reflecting biases present in the data it was trained on or in the algorithms themselves. This can lead to discriminatory or inequitable outcomes.

Transparency: In AI, transparency refers to the ability to understand how an AI system works, how it makes decisions, and the data it uses. It involves clear communication about the AI's capabilities, limitations, and the origins of its outputs, especially when AI-generated content is involved or when AI is used in decision-making processes that affect individuals.

ROLES AND RESPONSIBILITIES FOR THE USE OF GENERATIVE AI AT RIVERSIDE SCHOOL BOARD

This section outlines the specific roles and responsibilities of various stakeholders within the Riverside School Board regardin g the use of generative AI. By clearly defining these roles, we aim to ensure a cohesive, ethical, and effective use and integration of AI tools across all levels of our educational community.

1. TEACHERS

- **Pedagogical Integration:** Determine when and how to integrate AI tools to support learning, aligning with curriculum goals and student tasks. Maintain professional liberty in choosing to use or not use AI.
- **Guidance and Instruction:** Provide clear guidelines to students on acceptable and ethical AI use, including proper citation and when AI tools are not permitted (e.g., direct completion of assessments).
- **Fostering AI Literacy:** Teach students about AI, its capabilities, limitations, potential biases, environmental impact, and ethical implications.
- **Professional Development:** Engage in ongoing learning to understand evolving AI technologies and best practices for their use in education.

2. STUDENTS

- **Responsible Use:** Follow teacher and school guidelines on when and how to use AI to support learning.
- **Academic Integrity:** Only use AI on an assigned task when permitted. Maintain academic integrity by using AI tools to support learning and understanding, not to do the work for them. Properly cite any AI-generated content used and do not present AI-generated work as their own without proper attribution.
- **Understand the limitations:** Understand that AI tools can occasionally produce biased or inaccurate information and develop skills to check for such issues.

RESPONSIBILITY FROM ALL:

- Never include confidential, personal information or copyrighted materials;
- Always review results generated through a critical eye to validate the integrity of the information and check for possible bias;
- Respect the conditions of use of the AI tool.

3. ADMINISTRATORS

- **Guideline Development and Implementation:** Develop, communicate, and enforce clear AI guidelines that align with ethical, legal, and pedagogical principles.
- **Professional Learning:** Facilitate and support professional development opportunities for educators and staff on effective and ethical AI integration.
- **Oversight and Accountability:** Monitor the use of AI within the school environment to ensure compliance with guidelines and to address any misuse or concerns.
- **Data Governance:** Establish protocols for data privacy and security related to AI tools, ensuring compliance with relevant legislation.
- **Communication:** Clearly communicate AI guidelines to students, parents, and the broader school community.

4. SUPPORT STAFF AND PROFESSIONALS

- **Technical Support:** Provide technical assistance for AI tools, ensuring systems are accessible, secure, and reliable.
- **Ethical Guidance:** Contribute to discussions on the ethical implications of AI and help implement ethical use policies.
- **Information Literacy:** Support students and staff in developing AI literacy and critical evaluation skills, particularly in research and information gathering.
- **Safety and Well-being:** Be aware of how AI tools might impact student well-being and contribute to creating a safe online environment.

Pillar 1
Legal requirements

This AI Guideline is governed primarily by the following:

- The Charter of human rights and freedoms (LRQ, c. C-12)
- The Education Act (LRQ, c. I-13.3)
- Regulation respecting retention schedules, transfer, deposit and disposal of public archives (LRQ, c. A-21.1, r.1)
- The Act to establish a legal framework for information technology (LRQ, c. C-1.1)
- The Act respecting access to documents held by public bodies and the protection of personal information (LRQ, c. A-2.1)
- The Regulation respecting the distribution of information and the protection of personal information (c. A-2.1, r. 2)
- The Copyright Act (R.S.C., 1985, c. C-42)
- Riverside School Board's policies, directives, guidelines, procedures, and statements

To ensure the responsible and ethical integration of AI tools within our educational environment, the following framework categorizes their use based on potential risks and benefits. This clear, color-coded guide serves as a quick reference to help all members of the Riverside School Board community understand and apply the guidelines for AI use in various contexts.

STOP

UNACCEPTABLE (Do NOT use or share)

- **Privacy Violation:** Contains personal data (name, ID, address, image) without consent.
- **Misinformation:** Clearly false, misleading, or unverifiable information.
- **Harmful or Biased:** Promotes stereotypes, hate, or discrimination.
- **Plagiarized:** Copied work without credit or permission.
- **Unapproved AI Use:** Content generated using AI without transparency or permission in contexts where it's restricted.
- **Inappropriate Content:** Not age-appropriate, violent, sexual, or culturally insensitive.
- **Law Violation:** Violates Law 25 (e.g., data collected/shared without clear purpose or safeguards), copyright, or education regulations.

CAUTION

USE WITH CAUTION (Pause and evaluate)

- **Needs Verification:** Content appears accurate but lacks clear sources or references.
- **Potential Bias:** May contain biased perspectives or language that need discussion or revision.
- **AI-Generated:** Generated with AI, but lacks clear labeling or explanation of how it was produced.
- **Sensitive Topics:** May be appropriate if handled with guidance, context, and pedagogical intention.
- **Limited Consent:** Content involves others (e.g., student work, images) but consent is unclear.
- **Partial Alignment:** Only loosely tied to curriculum, or unclear instructional value.

GO

ETHICALLY ACCEPTABLE (Safe to use and share)

- **Verified and Accurate:** Fact-checked, from reputable sources, and clearly cited.
- **Respectful and Inclusive:** Promotes equity, avoids stereotypes, and is sensitive to cultural and linguistic diversity.
- **Aligned with Purpose:** Supports curriculum goals, promotes critical thinking, or improves workflow transparently.
- **Transparent AI Use:** AI-generated content is clearly labeled and used appropriately with student awareness.
- **Privacy-Protecting:** No personal or sensitive data is included or shared; complies with Law 25 and internal policies.
- **Age and Context Appropriate:** Content is suitable for the learner's level and community context

Pillar 2
Ethical and Responsible Use

When integrating and utilizing AI-generated or AI-assisted information, it is crucial to critically evaluate its ethical integrity. Users of AI tools must demonstrate an ethical posture. The concept of "digital sobriety," is a critical consideration by all users. Digital sobriety advocates for a thoughtful and ecologically conscious approach to technology adoption and encourages educators to carefully evaluate the necessity and impact of AI tools in achieving learning objectives. This is addressed more comprehensively in The educational, ethical and legal use of generative artificial intelligence (MEQ, 2024).

In addition, below are key criteria and guiding questions for reflection to help all members of the Riverside School Board community assess the reliability, fairness, transparency, and overall appropriateness of information encountered or created with AI tools.

Criteria to Evaluate Ethical Integrity of Information
Questions for reflection

1. ACCURACY AND TRUTHFULNESS
- Is the information factually correct and based on reliable sources?
- Does it avoid spreading misinformation or disinformation?

2. BIAS AND FAIRNESS
- Is the information presented in an objective and balanced way?
- Does it avoid reinforcing stereotypes or discrimination (e.g., based on race, gender, religion, language)?

3. TRANSPARENCY
- Is it clear how the information was produced (e.g., human or AI)?
- If AI-generated, is the model or tool disclosed to the user?

4. PRIVACY AND DATA PROTECTION
- Does the information avoid including personally identifiable data (e.g., names, addresses, photos)?
- Is the information compliant with privacy laws like Bill 25 (Quebec) and other RSB policies?

5. APPROPRIATENESS FOR CONTEXT
- Is the content age-appropriate and aligned with the educational setting?
- Is it respectful of cultural, linguistic, and community values?

6. ORIGINALITY AND INTEGRITY
- Does the information avoid plagiarism or copying without credit?
- Is it clear when content is quoted or adapted from another source?

7. ACCESSIBILITY AND INCLUSION
- Is the information presented in a way that's understandable for diverse learners?
- Does it reinforce inclusive and respectful language?

Pillar 3
Responsible Use of AI in Pedagogical Contexts

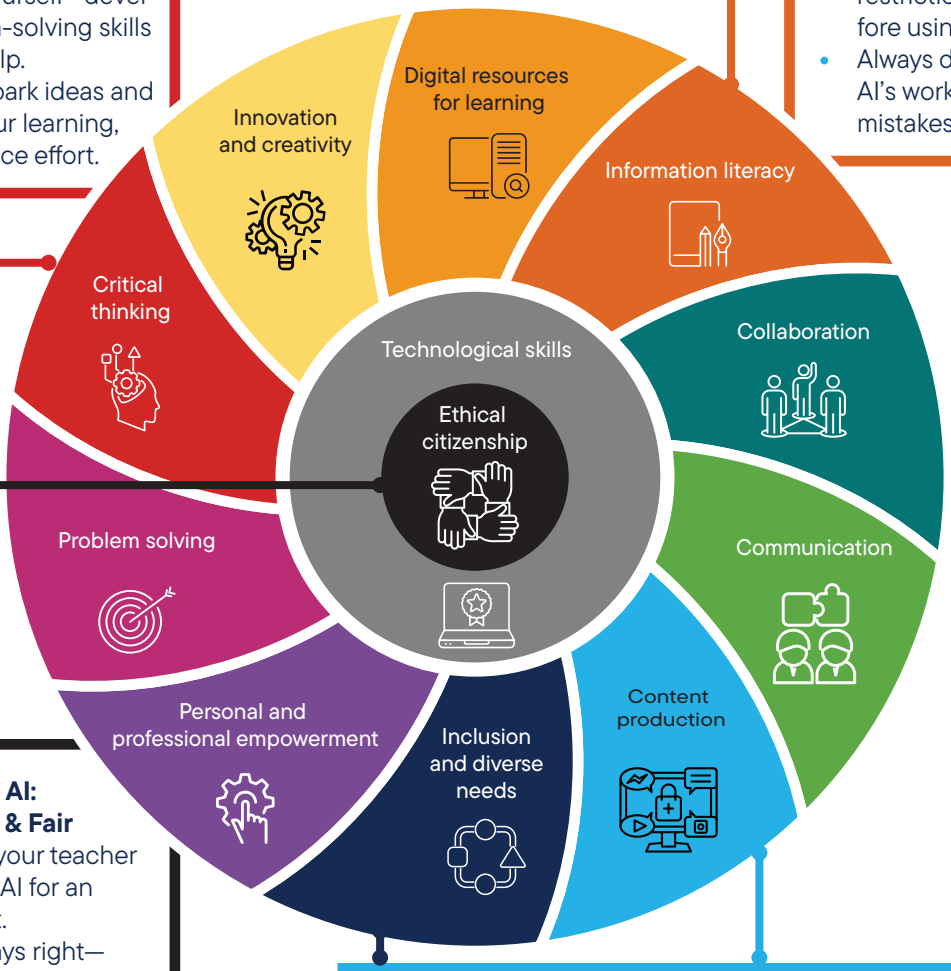
The integration of Artificial Intelligence into pedagogical practices offers transformative opportunities to enhance learning and teaching. This section outlines how AI can be utilized responsibly within the classroom, providing educators with guidance to leverage these tools effectively, ethically, and in ways that genuinely support student engagement, critical thinking, and academic growth.

Using AI as a Thinking Buddy

- AI is a tool to help you learn and create, not to do your work for you.
- Think for yourself—develop problem-solving skills with AI's help.
- Use AI to spark ideas and support your learning, not to replace effort.

Following the Rules

- AI content still follows copyright laws—give credit where it's due!
- Some AI tools have age restrictions—check before using them.
- Always double-check AI's work—it can make mistakes.



Ethical Use of AI: Being Honest & Fair

- Always tell your teacher if you used AI for an assignment.
- AI isn't always right—verify information from reliable sources.
- Be mindful: AI may not represent diverse perspectives fairly.

AI for Learning

- AI can help brainstorm, summarize, or explain tricky topics.
- Teachers may use AI to create quizzes, adapt lessons, etc.
- Develop goals and additional supports.

CHECKLIST FOR TEACHERS, NON-TEACHING STAFF, SUPPORT STAFF AND PROFESSIONALS

USE OF AI IN EDUCATION – TEACHERS, NON-TEACHING STAFF AND ADMINISTRATORS CHECKLIST

BEFORE Using AI Preparation and Planning	☐ I identified the intention of using AI (e.g., to support learning, improve workflows, or enhance communication). ☐ I review and understand the school board's AI guidelines and digital policies (including privacy, equity, and acceptable use). ☐ I select AI tools that are age-appropriate, transparent, and secure. ☐ I ensure informed consent has been obtained where necessary (e.g., if student data is involved).
DURING AI Use Implementation and Oversight	☐ I behave responsibly while interacting with AI tools. ☐ I use AI to support—not replace—human judgment and personalized interactions. ☐ I monitor for hallucinations, inaccuracies, or bias in AI outputs and correct them as needed. ☐ I do not enter personally identifiable or sensitive information into AI tools. ☐ I reflect critically about AI-generated content and verify information from multiple sources.
AFTER Using AI Reflection and Accountability	☐ I review outcomes: Did the AI use meet its intended educational goal or operational purpose? ☐ I document the AI activity (tool used, purpose, impact) to inform future decisions.

USE OF AI – STUDENT CHECKLIST FOR HIGH SCHOOL AND ADULT EDUCATION SECTOR

BEFORE Using AI Think Before You Click	☐ I made sure the AI tool is allowed by my teacher. ☐ I know why I'm using the AI tool – is it to help me learn, brainstorm, or save time? ☐ I do not enter personal information like my full name, address, etc. ☐ I understand that AI can make mistakes. ☐ I am honest – I don't use AI to do my work for me if it's meant to be my own thinking.
DURING AI Use Use It Wisely	☐ I use AI to explore ideas, organize my thoughts, or check my understanding. ☐ I double-check what the AI says – I don't assume it's always right. ☐ I ask my teacher if I'm unsure about how I'm allowed to use it. ☐ I don't copy and paste AI answers without thinking – I make it my own. ☐ I DO NOT use AI to create harmful, offensive, or false content.
AFTER Using AI Reflect and Improve	☐ I think about how the AI helped me – did it make learning easier or more confusing? ☐ I review my work to make sure it still reflects my own voice and understanding. ☐ I talk to my teacher if I'm not sure whether my use of AI was appropriate.

ELEMENTARY STUDENT CHECKLIST

As students, you're growing up in a world where artificial intelligence (AI) is becoming more and more common. Understanding how AI works and how to use it safely and responsibly is an important skill. This checklist helps you think about AI before, during, and after you encounter it, ensuring you're aware of its possibilities and its limitations.

BEFORE Using AI Ask and Get Ready	☐ I understand that AI is a tool, and like any tool, I need to use it wisely. ☐ I know that AI can help me with many things, but it's not always perfect and can sometimes make mistakes. ☐ I am aware that I should never share my real name, address, or other private information with AI tools. ☐ If I am going to use an AI tool, I will always check with my teacher or a trusted adult first to make sure it's okay and appropriate.
DURING AI Use Be Smart and Kind	☐ I think about how AI can help me get ideas, practice skills, or learn new things. ☐ If something an AI says or shows seems confusing, incorrect, or doesn't feel right, I am aware that I should ask my teacher for help. ☐ I remember that AI's ideas are just a starting point; my own thoughts and creativity are what truly matter. ☐ I am always aware that AI should never be used by me to create or share anything mean, hurtful, or disrespectful.
AFTER Using AI Think and Talk	☐ I am ready to talk about how AI helped me or what I discovered when interacting with it. ☐ I understand that my own thinking and effort are what should be reflected in my work, even if AI helped. ☐ If anything about my experience with AI felt strange, confusing, or uncomfortable, I am aware that it's important for me to tell a trusted adult.

The following documents from the Université de Sherbrooke are provided as valuable resources for teachers and students. The first outlines a tiered approach to Generative AI usage, while the second offers a declaration form for students to specify their use of GenAI in assignments, fostering transparency and accountability.

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS: USAGE GUIDELINES

ALLOWED OR NOT ALLOWED IN LEARNING ACTIVITIES AND ASSESSMENTS?

LEVEL 0
PROHIBITED USE

LEVEL 0 means that use **is prohibited.**

In this context, any reason that would suggest to a teacher that a GenAI has been used in an assignment is considered an infraction. and must be reported to the faculty disciplinary officer as specified in the Academic Regulations.

LEVEL 1
LIMITED USE

LEVEL 1 USE means that use **is permitted only to assist the student in relation to the subject of study or their use of language.**

In this context, the student **is required to declare how they used a GenAI** as specified by the teacher, otherwise the use will be considered an infraction.

For example:
Learning:

- Get inspired
- Generate ideas
- Explore a topic to better understand it
- Generate material to learn

Language:

- Identify your mistakes and have them explained to you
- Rephrase a text
- Generate an outline to help structure a text
- Translate a text

LEVEL 2
TARGETED USE

LEVEL 2 USE means that the **use is authorized to improve work produced by the student.**

In this context, the student **is required to declare how they used a GenAI** as specified by the teacher, otherwise the use will be considered an infraction.

For example:

- Analyze content
- Get feedback
- Evaluate the quality of your work based on criteria
- Ask to be confronted with your ideas, your approach
- Use problem-solving processes

LEVEL 3
FRAMED USE

LEVEL 3 USE means that use **is authorized to produce work that will be improved.**

In this context, the student **is required to cite the content generated by the GenAI in accordance with the standards**[1] or **declare how they used a GenAI** as specified by the teacher, otherwise the use will be considered an infraction.

For example:

- Summarize or write parts of a text
- Create and adapt a text or an example of a product
- Perform mathematical calculations
- Write computer code
- Solve complex problems
- Answer a question
- Create images or other multimedia content

LEVEL 4
FREE USE

LEVEL 4 USE means that **no specific restrictions are imposed.**

In this context, the student **is required to cite the content generated by the GenAI in accordance with the standards**[1] or **declare how they used a GenAI** as specified by the teacher, otherwise the use will be considered an infraction.

This level includes all of the previous levels of authorization, from exploring to producing, as well as any other special tasks deemed complex.

The use of Generative Artificial Intelligence (GenAI) tools is restricted, if not banned altogether, because the teacher deems the use of these tools detrimental to the development of essential skills. These skills can be disciplinary as well as methodological, editorial, or informational. Given that the utilisation of GenAI necessitates the application of critical thinking, the learning activities and assessments are designed to facilitate the development of this skill without the use of GenAI.

In these situations, **the student produces the work.**

Heavy use of GenAI is allowed because the teacher expects students to be able to exercise critical thinking skills and judge the quality of the content produced by GenAI. It is further recommended that the proposed learning activities or assessments be utilized as a means of fostering critical thinking skills.

In these situations, the GenAI produces the preliminary work, while **the student ensures its quality by improving it.**

A **transparent approach** to supervise GenAI tools in educational activities

A transparent approach requires the establishment of clear guidelines outlining the acceptable uses and conditions for the use of GenAI tools on a global or ad hoc basis. A teacher may determine that the use of these types of technologies is aligned with the learning objectives identified for their course. For example, the teacher may opt to integrate GenAI tools into the entirety of their course curriculum or into one or more distinct learning activities or assessments.

It is incumbent upon the teacher to clearly communicate the extent to which GenAI tools may be utilized by students in the context of each learning activity and assessment.

These levels of use are not prescribed by the school board. Rather, they serve as guidelines to frame the use of GenAI tools in learning activities and assessments. It is now encouraged to specify the permitted uses in the teaching materials of the learning activities.

Levels of use have been determined to be inclusive of each other, but these may vary from one assignment to another depending on the competencies that are targeted. To avoid misunderstandings, the prescribed guidelines for learning activities and assessments should be clearly communicated to students.

Beyond clearly communicating guidelines, make sure to:

- Design evaluation criteria that consider the appropriate use of GenAI in the proposed learning activities.
- Emphasize the importance of academic integrity by declaring the uses.
- Provide specific examples of acceptable and unacceptable uses of GenAI to help students better understand expectations.
- Encourage students to ask questions about using GenAI and provide clear and accessible answers.

DECLARATION FORM
USE OF GENAI IN AN ASSIGNMENT

This form must be completed by the student who undertakes to declare their use of the GenAI.

Cours e & Group #:	
Date :	
Teacher's name:	

Level of use authorized by the teacher

☐ **LEVEL 0** PROHIBITED USE

☐ **LEVEL 1** LIMITED USE

☐ **LEVEL 2** TARGETED USE

☐ **LEVEL 3** FRAMED USE

☐ **LEVEL 4** FREE USE

Students' name:	
Production title:	

Declared uses:

LEVEL 1

Uses	Y	N	Prompt(s) used[1]
Get inspired	☐	☐	
Generate ideas	☐	☐	
Explore a topic to better understand it	☐	☐	
Generate material to learn	☐	☐	
Identify your mistakes and have them explained to you	☐	☐	
Rephrase a text	☐	☐	
Generate an outline to help structure a text	☐	☐	
Translate a text	☐	☐	
Other use:	☐	☐	

[1] The answers provided by generative artificial intelligence must be placed in the appendix of the final assignment.

LEVEL 2

Uses	Y	N	Prompt(s) used[1]
Analyze content	☐	☐	
Get feedback	☐	☐	
Evaluate the quality of your work based on criteria	☐	☐	
Ask to be confronted with your ideas, your approach	☐	☐	
Use problem-solving processes	☐	☐	
Other use:	☐	☐	

LEVEL 3

Uses	Y	N	Prompt(s) used[1]
Summarize or write parts of a text	☐	☐	
Create and adapt a text or an example of the product	☐	☐	
Perform mathematical calculations	☐	☐	
Write computer code	☐	☐	
Solve complex problems	☐	☐	
Answer a question	☐	☐	
Create images or other multimedia content	☐	☐	
Other use:	☐	☐	

LEVEL 4

Uses	Y	N	Prompt(s) used[1]
Click or tap here to enter text.	☐	☐	
Click or tap here to enter text.	☐	☐	
Click or tap here to enter text.	☐	☐	

Additional information (if applicable):
Click or tap here to enter text.

[1]The answers provided by generative artificial intelligence must be placed in the appendix of the final assignment.

APPENDIX AND FURTHER RESOURCES

EXAMPLES OF USE OF AI FOR TEACHING, LEARNING AND ADMINISTRATIVE TASKS

For Teaching

Example of Task	Sample Practices	Inappropriate applications
Generating rubrics and assessments	AI drafts criteria and sample evaluations aligned with learning outcomes.	Submits a rubric and ask AI to evaluate student work
Creating visual aids	Teachers use AI to quickly design charts, infographics, and slide content.	Infographics are created with AI without being reviewed for accuracy or grade appropriateness.
Planning lessons or units	A draft of a sample lesson to teach a particular concept	AI generates complete content and there is no critical reflection by the teacher to validate grade expectations or opportunities for differentiation.

For Learning

Example of Task	Sample Practices	Inappropriate applications
Study support	AI flashcard apps and quiz generators help students review content independently.	Students request answers from AI with no engagement in the learning.
Writing enhancement	AI tools provide grammar feedback and suggest improvements during the writing process (unless the task is learning about writing conventions).	Students submit AI- generated assignments as their own work without any revision or personal contribution.
Project brainstorming	Students use AI to generate ideas, outlines, or research questions.	AI is used exclusively for developing ideas and the students do not engage in critical thinking or fact checking.

For Administrative Tasks

Example of Task	Sample Practices	Inappropriate applications
Document generation	AI drafts memos, meeting agendas, or policy summaries.	AI generated content is not reread to adapt to specific content.
Professional development planning	AI helps identify staff learning needs and recommends resources or training sessions.	Personal information is entered into an AI tool to provide individualized support.
Communication	Support to compose a clear email	Personal information is entered into an AI tool and there is no revision for clarity, tone, and accuracy.

ENGAGING IN STAFF CONVERSATIONS AROUND THE USE OF GENERATIVE AI

SOME DISCUSSION PROMPTS

Statement	Question for Reflection
"AI should support thinking, not replace it."	*How can we use AI in ways that strengthen students' thinking skills rather than making them dependent on it?*
"AI should guide ideas, not dictate them."	*How can we ensure students still develop their own ideas when using AI tools in the classroom?*
"AI is a tool for exploration, not a source of final answers."	*What strategies can teachers use to encourage students to question and verify the information AI provides?*
"AI should expand human creativity, not limit it."	*How might AI either spark or limit a student's creative process? How can we tip the balance toward sparking creativity?*
"AI should empower learners, not lead them."	*In what ways can we design learning experiences where students feel in control when using AI?*
"AI should assist in developing understanding, not deliver conclusions."	*How can we use AI prompts or outputs as starting points for discussion and deeper learning?*
"AI should assist in developing understanding, not deliver conclusions."	How can we use AI prompts or outputs as starting points for discussion and deeper learning?

Instance *Committee*	Réunion consultative de la direction *Directorate Consultative Meeting (DCM)*
Titre du document *Document Title*	Lignes directrices de la CSR sur l'IA *Riverside School Board AI Guidelines*
Date approuvée *Approved Date*	2 février 2026 *February 2, 2026*