HIGH PRAIRIE SCHOOL DIVISION
ARTIFICIAL INTELLIGENCE HANDBOOK



Mission
To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

Vision
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

Revised: November 4, 2026

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FOREWORD

Age-Specific AI Use Guidelines for K–12 Students
Aligned with ASBA AI Policy Guidance (2024/25), the Alberta Protection of Privacy Act (POPA), and the Alberta Education Act.

The guidelines in this document represent the maximum recommended levels of AI use for students at each grade level. They are not minimums, and more restrictive approaches are always permitted at the school or division level. At no point is AI use mandated for student learning. Teachers and school divisions retain full authority to impose greater restrictions than those described here.

Foundational Principle: Mastery Before Technology
The value of education lies in students developing genuine knowledge and skills through their own effort, practice, and thinking. AI tools must not be permitted to shortcut or replace this process.

Students should not use AI to perform tasks they have not yet learned to do independently. Before any AI tool is permitted to assist with a skill — whether brainstorming, summarizing, researching, editing, or presenting — students must first demonstrate mastery of that skill through analog or unaided means, as determined by their classroom teacher.

Once a teacher has determined that a student has achieved genuine mastery of a skill, the teacher may, at their discretion, permit that student to use approved AI tools to extend, enhance, or apply that skill. This decision belongs to the teacher and should be guided by professional judgment about each student's readiness.

This principle reflects the ASBA AI Policy Guidance (2024/25) recommendation that AI be used in ways that are human-centric, that preserve the integrity of learning, and that build rather than erode student capability.

UNIVERSAL STUDENT EXPECTATIONS (ALL GRADE LEVELS)

The following rules apply to all students regardless of grade level. These are non-negotiable and are not subject to teacher discretion.

- Students must never enter personal information into any AI tool — including their own name, student ID, address, grade, or any information about peers, families, or school staff.
- Only division-approved AI platforms with documented data privacy agreements compliant with Alberta's Protection of Privacy Act (POPA) may be used on school devices or school networks.
- AI tools are to be used for educational purposes only.
- Disclosure of AI use is mandatory whenever AI has been used in the preparation or completion of any submitted work. The format of disclosure will be specified by the teacher.
- AI may be used as a tool to support learning — not to create a final product. Students are responsible for their own thinking, their own conclusions, and the accuracy of any AI-assisted content they submit.
- Academic integrity expectations apply at all grade levels. Submitting AI-generated content as original student work constitutes academic dishonesty.
- Teachers retain the responsibility for reviewing any AI-generated content before it is shared with or used by students.

Students with Disabilities and Accommodations
High Prairie School Division recognizes that artificial intelligence and AI-supported assistive technologies may help students with disabilities and diverse learning needs access education, participate in classroom activities, and demonstrate their learning.

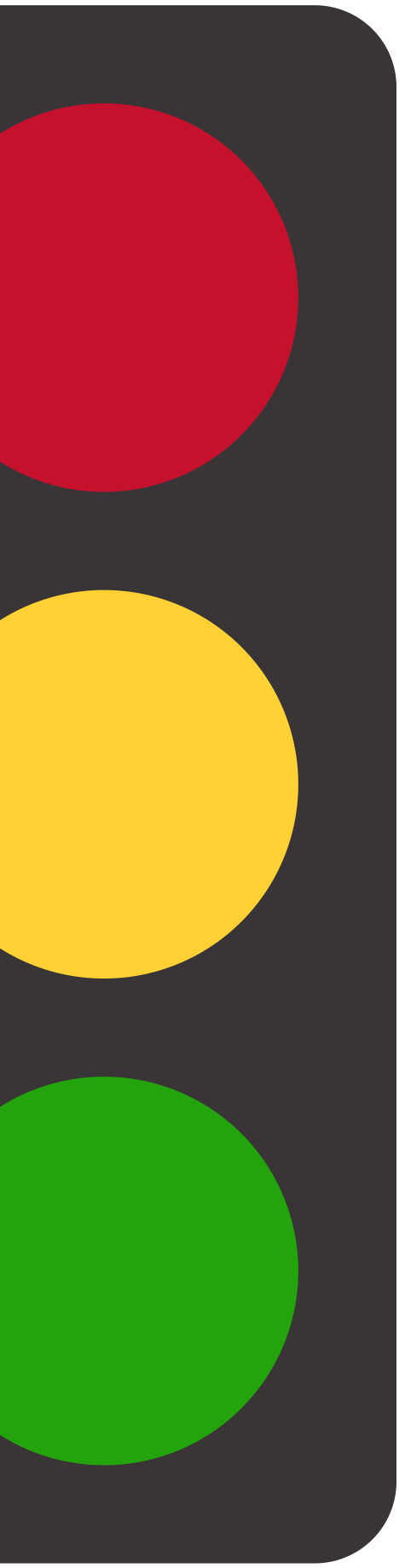
The principle of Mastery Before Technology must be applied in a manner that respects students' individual learning needs and accommodations. Students should not be required to demonstrate mastery without an accommodation when doing so would create a disability-related barrier.

The following expectations apply:

- Equitable access: Approved AI-supported assistive technologies may be used to support accessibility, communication, reading, writing, comprehension, and other learning needs when appropriate.
- Individualized accommodations: Teachers, in collaboration with the student's learning team, will consider documented accommodations and Individualized Program Plans (IPPs), where applicable, when determining appropriate AI use.
- Demonstrating mastery: Students may demonstrate mastery using their established accommodations. Teachers will distinguish between technology that provides access to learning and technology that completes the intended learning task on the student's behalf.
- Academic integrity: The use of approved assistive technology as an accommodation does not, by itself, constitute academic dishonesty. Teachers will clarify disclosure expectations without requiring students to publicly identify their disability or accommodation.
- Privacy and safety: AI-supported accommodations must comply with division approval requirements, applicable age restrictions, and privacy legislation. Student diagnoses, IPPs, and other confidential information must not be entered into unapproved AI platforms.

The use of AI as an accommodation must support student independence, dignity, and meaningful participation in learning while maintaining appropriate educational expectations.

ARTIFICIAL INTELLIGENCE (AI) USAGE IN SCHOOLS



EARLY CHILDHOOD/KINDERGARTEN

AI USE: NOT PERMITTED FOR DIRECT STUDENT USE

AI tools are used exclusively by teachers at this stage to support planning, differentiation, and lesson design. Students do not interact with AI tools directly, and no student personal data is entered into any AI platform.

GRADES 1–3

AI USE: TEACHER-DIRECTED ONLY

Students do not use AI tools independently at this stage. Teachers may demonstrate AI tools to the class for specific educational purposes, and AI-assisted learning platforms may be used under direct teacher supervision. All platforms must have a POPA-compliant data agreement with the school division

GRADES 4–6

AI USE: SUPERVISED AND LIMITED

Students may be introduced to approved, division-vetted AI tools under direct teacher supervision for specific, structured tasks. AI is introduced as a subject of learning — what it is, how it works, and its limitations — as well as a tool.

GRADES 7–9

AI USE: GUIDED AND SCAFFOLDED, FOLLOWING DEMONSTRATED MASTERY

Students may use division-approved AI tools for specific educational tasks with teacher guidance, but only after the teacher has determined that the student has demonstrated genuine mastery of the underlying skill without AI assistance.

GRADES 10–12

AI USE: PERMITTED WITH RESPONSIBILITY, DISCLOSURE, AND DEMONSTRATED MASTERY

Students may use approved AI tools independently for educational purposes, provided the classroom teacher has determined that the student has demonstrated mastery of the relevant skill and has explicitly granted permission for AI use in that context.

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EARLY CHILDHOOD/KINDERGARTEN (AGES 4–6)

AI Use: Not Permitted for Direct Student Use
AI tools are used exclusively by teachers at this stage to support planning, differentiation, and lesson design. Students do not interact with AI tools directly, and no student personal data is entered into any AI platform.

Why direct AI interaction is not appropriate at this stage:

- Children ages 4–6 are in a critical window for developing foundational cognitive, language, and social-emotional skills through direct human interaction and hands-on play. Research consistently shows that early development depends on rich, responsive relationships with caregivers and educators — not mediated technology (Springer Nature, 2025; NAEYC).
- Excessive or early screen-based interaction has been associated with reduced executive function development, shortened attention spans, and fewer opportunities for imaginative and self-directed learning (PMC, 2023; Frontiers in Psychology, 2022).
- AI systems are not designed to meet the developmental needs of very young children. Research cautions that many AI tools prioritize efficiency over the relational, experiential learning that is essential in early childhood (Early Childhood Education Journal, 2025).
- Children this age cannot meaningfully evaluate AI outputs, understand AI limitations, or distinguish AI-generated content from reliable information, creating significant risk of confusion and misinformation (Wiley, 2024).

GRADES 1–3 (AGES 6–9)

AI Use: Teacher-Directed Only
Students do not use AI tools independently at this stage. Teachers may demonstrate AI tools to the class for specific educational purposes, and AI-assisted learning platforms may be used under direct teacher supervision. All platforms must have a POPA-compliant data agreement with the school division.

Why independent AI use is not appropriate at this stage:

- Students in Grades 1–3 are actively developing foundational literacy, numeracy, and critical thinking skills. Independent engagement with AI tools risks "offloading" this learning before students have internalized it, undermining long-term skill development (Children and Screens, 2024).
- Young children are not yet equipped to critically evaluate AI outputs, recognize bias, or identify errors — essential skills that must be developed before AI tools are introduced as independent resources.
- Research indicates that AI interaction without adult mediation can confuse young learners and expose them to inaccurate or age-inappropriate content (WHYY / Philadelphia researchers, 2024).
- The Alberta POPA requires that public bodies protect personal information and take particular care when automated systems are used in ways that affect individuals. Young children cannot meaningfully consent to or understand data practices.

GRADES 4–6 (AGES 9–12)

AI Use: Supervised and Limited
Students may be introduced to approved, division-vetted AI tools under direct teacher supervision for specific, structured tasks. AI is introduced as a subject of learning — what it is, how it works, and its limitations — as well as a tool.

Guidelines:

- Independent use of general-purpose AI tools (e.g., ChatGPT, Gemini) is not permitted.
- Approved uses may include AI-assisted reading comprehension tools, math tutoring platforms, or teacher-guided creative exercises — only when the teacher has determined students have the foundational skills to engage meaningfully.
- Students are taught basic AI literacy, including that AI can and does make mistakes, that it reflects the biases present in its training data, and that human judgment is always required.
- No personal information is entered into AI platforms by students.
- Parental notification is recommended when AI tools are introduced in the classroom.
- All tools must be division-approved and POPA-compliant.

GRADES 7–9 (AGES 12–15)

AI Use: Guided and Scaffolded, Following Demonstrated Mastery

Students may use division-approved AI tools for specific educational tasks with teacher guidance, but only after the teacher has determined that the student has demonstrated genuine mastery of the underlying skill without AI assistance.

Guidelines:

- AI tools may be used to support tasks such as brainstorming, research assistance, feedback on drafts, or language support — but only once the student has shown they can perform those tasks independently.
- Teachers determine when mastery has been achieved and communicate explicitly to students which AI tools are permitted, for which tasks, and to what extent.
- General-purpose AI tools may only be used when specifically assigned or permitted by the teacher, with clear guidance on the scope of permitted use.
- Minimum platform age requirements (typically 13+) must be respected if applicable.
- Students must disclose AI use in any submitted work, per the universal expectations above.
- Students are taught to critically evaluate AI outputs: to recognize errors, identify bias, understand limitations, and distinguish between AI assistance and their own thinking.
- Students must not enter personal information, peer information, or confidential school information into any AI platform.

GRADES 10–12 (AGES 15–18)

AI Use: Permitted with Responsibility, Disclosure, and Demonstrated Mastery

Students may use approved AI tools independently for educational purposes, provided the classroom teacher has determined that the student has demonstrated mastery of the relevant skill and has explicitly granted permission for AI use in that context.

Guidelines:

- All AI use must be disclosed in submitted work. The teacher will specify the required disclosure format.
- Students are expected to demonstrate their own thinking. AI may assist but must not replace original work, reasoning, or conclusions.
- Students are responsible for the accuracy of any AI-assisted content they submit.
- Acceptable uses include: research support, editing, brainstorming (after independent brainstorming has occurred), summarizing, coding assistance, language support, and presentation assistance.
- Unacceptable uses include: submitting AI-generated work as original; using AI to complete tasks the student has not yet mastered independently; using AI to circumvent learning objectives; entering others' personal data into any platform.
- Teachers are encouraged to help students become critically literate about AI — able to evaluate outputs, understand how AI systems are built and their potential limitations, recognize ethical implications, and make informed decisions about when and how AI use is appropriate.

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Note: These guidelines are subject to revision as legislation, technology, and educational best practices evolve.