HURON-PERTH CATHOLIC
District School Board

# Artificial Intelligence

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| **Adopted:** | **December 11, 2023** | **Policy #:** | **P 3.2.2.** |
| **Revised:** | | **Policy Category:** | **3.2. Information and Communications Technology** |

**BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board (the Board) believes that, wherever appropriate, artificial intelligence should be used responsibly with careful consideration for the best interests of students and alignment with the Board's Mission and Vision. The use of artificial intelligence in schools shall be aligned with Church teaching. The Board believes that all persons are created in the image and likeness of God and in our obligation to promote human well-being. The Board believes that we are called to live out Catholic Social Teaching with respect to a commitment to the common good and exercising a preferential option for the poor and marginalized. The Board endeavours to support the marginalized by supporting communities protected by the Ontario Human Rights Code.

**POLICY STATEMENT:**

It is the policy of the Board that all use of artificial intelligence shall consider accountability by users to the Catholic community and be founded on principles of transparency and explainability. It is the policy of the Board that all computer applications used in schools or to support operations shall be approved by the Board. It is the policy of the Board that any use of generative AI for student learning be in the best interest of the student to meet their learning goals and approved by the school principal. It is the policy of the Board that all use of AI in the district must be aligned with the belief statement and procedures set out in this policy.

**PROCEDURE:**

1. **General**

**1.1.** **Ethical and Responsible Use** - The board supports the responsible and ethical use of AI and maintains that addressing issues related to bias, discrimination, and misinformation is required at the same time. Before generative AI is used, users must understand that algorithms form the foundation of generative AI and are shaped by cultural, political and social structures.

**1.2.** **Approvals of Applications**

**1.2.1.** **General** - All computer applications must be approved by the Board for use in a classroom setting. In order for any computer application to be approved for use in the district, all built-in artificial intelligence must be evaluated in relation to (but not limited to) privacy, security, safety, transparency and ethical use. Where an application has generative AI

built in vendors are required to inform the Board of its purpose upon request.

**1.2.2.** **Privacy, Cyber-Security and Data Handling** - the collection, storage, and use of student and teacher data by AI systems must adhere to strict privacy and security standards in compliance with Board policy, applicable statutes and regulations (e.g. FIPPA/MFIPPA).

**1.3.** **Accountability and Transparency - Plagiarism - Citations** - No staff member or student is permitted to use artificial intelligence as a means to produce content and claim it as their own. All use of artificial intelligence that leads to any content, material, document, product, assignment, communication etc shall include a citation of the source of the AI used.

**Required Citation**[1]

Author's (Parent Company) Medium, Response to "Query in quotes." Name of Website, Parent Company, Date accessed, URL.

OpenAI's ChatGPT, Response to "Explain to general audiences the possible causes and effects of climate change." ChatGPT, OpenAI, February 15, 2023, https://chatgpt.pro/

**1.4.** **Content Ownership** - It is important to check the terms of use for each generative AI application. Content generated by generative AI applications are owned by the person who prompted the output (content). However, a person is not permitted to represent content generated by AI as their own.

**1.5.** **Reliability and Validity** - For all uses of generative AI, especially for practical problem-solving, it is necessary to check/test outputs for accuracy and bias. Outputs from generative AI should always be verified using primary and reliable sources.

**1.6.** **Risk managemen**t - When using generative AI for problem-solving advice, output should be evaluated to mitigate risks which may be related to finance, health and safety, privacy/confidentiality, academics or reputation.

**1.7.** **Misuse** - Any concerns related to the ethical use of AI in classrooms should be reported to the school principal or management in the appropriate circumstance. Violations of this policy may result in disciplinary action.

## 2. Teaching and Learning

### 2.1. Educators - Program Planning and Assessment

**2.1.1.** **AI Literacy** - Prior to use in classroom settings, teachers are required to review the benefits and risks of using generative AI. Teachers are required to inform students of any risks regarding privacy, cyber-security and data handling that are associated with using generative AI.

**2.1.2.** **Supervision and Monitoring** - Prior to use in classroom settings, teachers are required to inform students of the appropriate use cases for their class as well as citation requirements in the appropriate circumstance. Teachers are required to inform students of the need to test/check outputs for reliability, validity and bias. When generative AI is approved for use in a classroom setting, teachers are required to carefully supervise and monitor student use to ensure that it is used in accordance with this policy and requirements set out by the College of Teachers and the Ministry of Education.

**2.1.3.** **Lesson/Unit Planning -** The use of generative AI applications to support lesson planning is permissible subject to the following conditions: the lesson planning is consistent with the Ministry and Board guidelines on program planning and assessment (e.g. Growing Success), any reference material used in the lesson planning has been verified as accurate and cited appropriately (see section 1.4), lesson planning is connected to the Ontario Curriculum, the Ontario Catholic Graduate Expectations and ICE supported curriculum (in the appropriate circumstance), and lesson planning has met all of the conditions of the belief and policy statements of this policy as well as complies with all of section 1.0 in the procedures of this policy.

**2.1.4.** **Student Assessment -** The use of generative AI applications to support diagnostic or formative assessment is permitted subject to the following conditions: the assessment is consistent with the Ministry and Board guidelines on program planning and assessment (e.g. Growing Success), the assessment is connected to the Ontario Curriculum, the Ontario Catholic Graduate Expectations and ICE supported curriculum (in the appropriate circumstance) as covered in the course by the instructor, the assessment has met all of the conditions of the belief and policy statements of this policy as well as complies with all of section 1.0 in the procedures of this policy. **Generative AI is prohibited for use in summative assessments.**

**2.1.5.** **Evaluation/ Grading** - The use of generative AI applications may be used to assist in evaluating and grading formative and diagnostic assessments. The use of generative AI for evaluation and grading purposes is subject to the conditions of the belief and policy statements of this policy as well as section 1.0 in the procedures of this policy. **The use of generative AI applications for evaluating/grading summative assessments is prohibited.**

**2.1.6.** **Reporting** - The use of generative AI applications to support information for reporting student achievement to caregivers/students is prohibited.

**2.1.7.** **Special Education - Differentiation** - The use of generative AI to support differentiated instruction for students on modified programs is permitted subject to the following conditions: program modifications are consistent with special education best practices (e.g. Education for All), modifications are consistent with the Ministry and Board guidelines on program planning and assessment (e.g. Growing Success), any reference material used has been verified as accurate and cited appropriately (see section 1.4), connected to the Ontario Curriculum, the Ontario Catholic Graduate Expectations and ICE supported curriculum (in the appropriate circumstance), and modifications have met all of the conditions of the belief and policy statements of this policy as well as complies with all of section 1.0 in the procedures of this policy. All use of generative AI to support program modifications requires consultation with the Principal before use.

### 2.2. Students

**2.2.1.** **General** - Generative AI for student use is prohibited in the Primary Division. The use of generative AI by students requires the approval of the classroom teacher and is subject to the conditions set out in this policy.

**2.2.2.** **Generative/Creative Content** - The use of generative AI for creative endeavours is subject to the approval and supervision of the teacher. Generative AI may be used to support understanding of principles of creative expression and to explore the potential of AI - it is not intended to be a substitute for human expression.

**2.2.3.** **Research** - The use of generative AI for research is permissible in certain circumstances but shall not replace research that requires primary or secondary sources. When generative AI is used to support research endeavours it shall be under the supervision of a teacher. Requirements for citation are noted earlier in this policy.

**2.2.4.** **Problem-Solving - Advising** - Generative AI can be a useful advisor when determining a strategy to solve a problem. The use of generative AI for problem-solving in the classroom setting requires the approval of the classroom teacher. Requirements for citations are noted earlier in this policy.

**2.2.5.** **Efficiency and Productivity** - Generative AI can be useful for providing advice to improve processes and procedures as well as to expedite tasks. Applications with machine learning embedded to improve efficiency are permitted insofar as the application has been approved for use by the Board. The use of generative AI for efficiency and productivity in the classroom setting requires the approval of the classroom teacher.

## DEFINITIONS:

**Artificial Intelligence** - The theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages. (Oxford)

**Generative AI** - refers to deep-learning models that can generate high-quality text, images, and other content based on the data they were trained on.

**REFERENCES:**


- Chicago Style - University of Waterloo 2023
- Ethics in the Age of Disruptive Technologies (An Operational Roadmap) - The ITEC Handbook; Flahaux, Green, and Skeet, Markkula Center for Applied Ethics at Santa Clara University. (2023)
- Artificial intelligence in education: Addressing ethical challenges in K-12 settings National Library of Medicine - Selin Akgun and Christine Greenhow
- MFIPPA & FIPPA
- Google AI Responsible AI Practices
- University of Western Ontario (Ivey) reference documents on generative AI
- University of Waterloo reference documents on generative AI


**RESOURCES, APPENDICES AND FORMS:**

- N/A