



Title: **ARTIFICIAL INTELLIGENCE**

Adopted: June 2026

Reviewed:

POLICY

It is the policy of the Bloorview School Authority (BSA) that any use of an Artificial Intelligence (AI) system by staff, students, volunteers, trustees or anyone else as part of their affiliation with BSA must be in compliance with the Authority's expectations as outlines in the **AI Guidelines** document (see Appendix A).

BACKGROUND

1. With the widespread adoption of Artificial Intelligence (AI), education systems are exploring ways to integrate AI to advance teaching and learning.
2. AI has the capability to generate creative lesson plans, provide real-time feedback to students, and even produce educational content tailored to individual learning styles. This has the potential to enhance the educational journey for students, making learning more engaging and effective. AI tools are being integrated to support personalized learning paths for students tailored to their individual needs.
3. The AI environment is rapidly evolving, and what is relevant today might be outdated tomorrow. The development and adoption of AI systems are outpacing our ability to understand the impacts of these systems and regulate their usage. Therefore, it is anticipated that this policy and the accompanying guidelines will need to be updated regularly.
4. The AI policy covers utilization of AI tools, including generative AI tools, whether purchased, publicly available, or developed internally. The policy applies to all individuals affiliated with the Bloorview School Authority.
5. This policy applies regardless of where or how AI systems are accessed, including on-site, remotely, or through approved personal devices

DEFINITIONS

1. An **artificial intelligence system** - refers to a computer system that can imitate or execute tasks commonly requiring human intelligence including but not limited to reasoning, problem solving, making predictions, and producing creative work.
2. **Generative AI** - means any foundational computer model or algorithmic tool that can create writing, computer code, and/or images using minimal human prompting. This form of artificial intelligence can generate new content, from written text to images and more, based on the data which it is trained.
3. **Common Off-The-Shelf Solutions (COTS)** - are software or hardware products or systems that are ready-made and available in the market.
4. **Prompt Engineering** - is the process of crafting queries for AI to generate relevant information. It serves as a form of assisted inquiry, supporting understanding, effective questioning, and critical analysis of the produced content. Additionally, it involves refining both the queries and generated answers to make them more relevant and accurate.

GUIDING PRINCIPLES

1. While AI can enhance the teaching and learning environment, the goal of leveraging AI should promote and foster an inclusive learning environment where AI becomes a tool for empowerment, not exclusion. It is critical that staff be versed in AI's implications, especially concerning bias, equity, ethics, safety, accountability, diversity, inclusion, protection of privacy, human rights, anti-racism, and anti-oppression.
2. BSA is committed to the following ethical guidelines when utilizing AI tools in an educational environment:
 - AI must foster an environment of inclusivity and diversity while respecting individual differences and preferences.
 - When creating materials, staff will thoughtfully reflect on all materials (text, graphic, etc.) to ensure they are free from bias and do not discriminate, marginalize or stereotype individuals based on their identity, background or characteristics.
 - Staff must ensure that the content produced by AI tools is suitable, precise, while pertinent to the intended audience and purpose and refrain from utilizing AI tools to propagate misinformation, plagiarized material, or inappropriate content.
 - Staff must endeavour to detect and rectify any errors, disparities, or biases in the generated output.
 - Staff must uphold a culture of integrity, honesty, and accountability to avoid utilizing AI tools to deceive, cheat, or misrepresent your work or capabilities. Users must always contemplate the ethical implications and repercussions that could occur if AI tools are misused.
3. Education is relational by nature. Ongoing human interaction remains fundamental to fostering meaningful relationships among educators and students, as well as within the school community. As such, while Artificial Intelligence (AI) can provide valuable support in education, AI tools should be viewed as complements to human processes, not replacements.

4. There are several ethical, legal and pedagogical considerations to be taken into account when using AI. These include;
 - Bias - Human biases, inherently present in the process of information generation, can be replicated in GenAI tools. These advanced systems generate outputs based on pre-existing human-created content, including blogs, websites, and other media, which may not align with BSA's societal values;
 - Legality – there is a risk of inadvertently infringing on intellectual property. Users must be very careful to avoid copyright infringement, the ownership rights of AI-generated works, and the use of unlicensed content.
 - Plagiarism - When using GenAI, plagiarism is of concern. In particular, when individuals use GenAI and claim it as their intellectual property, this disrupts academic integrity.
 - Critical Thinking - GenAI can produce misinformation and hallucinations. Inaccurate outputs are possible. Teachers and students must consult reliable sources for verification of any information which is compiled via AI.
 - Deepfakes – a deepfake is considered misinformation or disinformation. Often times this involves changing one image in a picture or video for another. This is done to intentionally mislead, misrepresent, or deceive.
 - Chatbots - Chatbots are AI tools that can be used for live conversations or to post content online. Chatbots appear like a person and can potentially spread bias, misinformation and/or disinformation.
5. AI Systems must be in line with the technical and organizational measures and comply with all relevant data protection and cybersecurity standards and laws. Data privacy and security must be maintained in a way that protects personal and sensitive information and minimizes potential risks and negative impacts.
6. When AI tools are in use, this information should be disclosed to the end user, and consent obtained if their work is being inputted (students, colleagues, parents, etc.).
7. "Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning" (Ontario Ministry of Education, Growing Success). GenAI tools can create essays or solve problems. Triangulation allows teachers to compare and contrast different types of assessments (like projects, in- class participation, and exams) to ensure that the work reflects the student's true ability and understanding.
8. The usage of AI must adhere to Ontario and federal privacy legislation and policies.
9. The Authority will continue to monitor the risks and benefits of these Systems and may choose to prevent access based on privacy and/or security risks or other risks to be explained by the Authority at the time.

APPENDIX A

GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE SYSTEMS IN THE BLOORVIEW SCHOOL AUTHORITY

Purpose

The purpose of this guideline is to provide staff, students, volunteers, trustees or anyone else as part of their affiliation with BSA, information regarding the responsible, and secure use of AI tools, including generative AI Systems, whether purchased or free and publicly available, or developed internally.

General Guidelines

1. This Guidance on Artificial Intelligence within the Authority applies to all staff and all individuals affiliated with the Authority. It outlines expectations on the use of AI under a number of headings.
2. All AI systems utilized within the Authority must adhere to the following approved list.

Category	AI Tools	Notes
Approved solutions	Gemini, Co-Pilot	Officially approved for Authority use.
Restricted solutions	DeepSeek	Use of these tools is expressly prohibited due to security, privacy and compliance concerns.
Commonly Used Publicly Available AI Tools	ChatGPT, Bard, Claude, etc.	Not explicitly approved or restricted. Use permitted only if fully compliant with this Artificial Intelligence guideline.

3. This list is not exhaustive and will evolve as new AI tools emerge.
4. Users should exercise caution and consult the TELT when unsure about any AI tool

Program Development and Implementation

1. It is expected that all AI tools used will align with the Ontario curriculum and instructional approaches.
2. AI tools and generative AI tools are to be used as aids to instruction and not as substitutes.
3. When considering and implementing the use of an AI tool, Authority staff and educators should:
 - Leverage the Universal Design for Learning (UDL) framework in designing learning experiences using an AI tool that can provide multiple means of engagement, representation, and expression;
 - Consider the extent to which the AI tool supports the full range of learning and assessment activities including inquiry-based learning, project-based learning etc.;
 - Ensure that AI platforms have adjustable settings to accommodate individual learning needs;
 - Reimagine how learning is to be assessed and validated given the capabilities of different AI tools;
 - Prioritize AI solutions designed with accessibility in mind (I.e., text to speech, speech to text, screen readers and voice recognition and oral response);
 - Teach students to cite AI-generated content and to include the prompt used. An example would be this quote from the TDSB guideline....

“Teachers must cite the use of AI tools when creating resources such as educational materials, assignments, and assessments. The citation should specify what parts of the content were generated by AI tools and which were created by teachers. Teachers are encouraged to explain the purpose of the use of AI tools, such as enhancing learning experiences, providing individualized feedback, or improving efficiency. Teachers should model the citation of their use of AI tools for students. Example of citation: This content was generated by an AI tool (name of tool) to enhance learning experiences.”

- Deepen their understandings of equity, diversity, inclusion, anti-oppression, anti- racism, and anti-colonialism to enhance their ability to identify discriminatory, oppressive, or dominant narratives/content/worldviews produced by the tool;
- Consider the extent to which the AI tool enhances or adapts to students’ strengths and not just the ways in which it aligns to their deficits;
- Ensure that the use of the AI tool does not lead to discrimination, amplify biases, nor reinforce stereotypes based on students’ identities and consider mitigation approaches;

- Demonstrate vigilance and question the reliability, fairness, safety, and trustworthiness of AI tools to ensure they are used ethically and responsibly;
- Follow established policies and procedures to ensure the protection and use of personal information. From the TDSB guideline for privacy and security

“In accordance with TDSB procedures, teachers must maintain a safe and respectful learning and working environment at all times. Only TDSB supported tools must be used. It is expected that teachers will not upload student information and will teach students about the importance of keeping personal and confidential information safe when using AI tools.

Many tools have age restrictions and limitations, may require parental permission, or collect student data.”

- Review generated output of AI tools for factual and contextual accuracy rather than consider this content to be authoritative and encourage users to verify content that is generated by an AI tool. Users need to be critical readers of information generated by AI, actively look for bias and oversimplification in the content;
- Give proper attribution or remove copyright protected material when using a generative AI tool;
- For purposes of attribution identify which Generative AI tool(s) were used, identify how they were used, including the prompts used to generate the content and identify how the results were incorporated into work, including a full reproduction and citation of any Generative AI content which was directly incorporated.

Usage

1. In using any AI system, educators should:
 - use age-appropriate language when describing the functionalities of an AI tool to students to enhance transparency;
 - provide students with resources to help them understand the principles of transparent and equitable use of AI;
 - create an assessment culture that fosters transparency about the use of AI tools to support their learning;
 - ensure students are aware of how to properly attribute content that has been produced using generative AI;
 - clearly indicate when generative AI tools have been used to generate instructional content and/or meet students' and families' needs;

- develop assessment tools that leverage the capabilities of AI and support students' development of digital literacy skills;
 - ensure that confidential student data is not shared through AI tools;
 - clearly communicate when and how they are using generative AI tools in interactions with students, families, and the community.
2. An AI System must not, in any way, violate Authority policies or applicable laws. More specifically and in line with Policy SHSM 007 Appropriate Use of Information Technologies, AI systems must not;
- violate any rights, benefits or liberties of any person;
 - impersonate (e.g., image, tone, writing) anyone without their consent;
 - create harmful, hateful, violent, derogatory, defamatory, discriminatory, or otherwise inappropriate content that could result in harm;
 - generate offensive or explicit material (image, audio, text, or otherwise);
 - misrepresent the authenticity, accuracy, reliability, or security of the output from an AI Systems (e.g., passing off AI-generated content as human generated);
 - deploy subliminal or purposefully manipulative techniques that distort a person's ability to make an informed decision;
 - to exploit vulnerabilities of individuals or groups based on age, disability, or social/economic status in ways that could cause harm

Training

1. Staff using Authority approved AI Systems must receive appropriate education on their use, including understanding their limitations such as reliability and accuracy and potential biases. Such training programs should provide PD on how to:
- build their AI literacy and critical consciousness to be able to detect biases of AI, understanding the strengths, abilities, limitations, and outputs/content of these tools;
 - critically evaluate AI tools to understand how data is being collected and used, if a tool reinforces existing biases and inequities, and if the information is accurate and reliable and also evaluate any ethical considerations and implications for its adoption
 - learn to write prompts for generative AI tools that increase the likelihood of content that offers a holistic perspective and minimizes biases.

2. Educators should stay up to date on developments in AI to provide students with accurate and relevant information, fostering a dynamic learning environment.
3. PD programs should be designed so that all users are aware of the importance and capabilities of AI tools, including generative AI tools that are managed by the Authority and ensure an understanding of the risks associated with their use, and with the use of AI tools that are not managed by the Authority.

Students

1. Students must be at least 13 years old to use AI programs. If a student is under 18, the student must have parental or legal guardian's permission to use the Services.
2. It is now common for web searches in Google to generate an AI response as the top answer. Students should be reminded that this note must be identified as AI generated.
3. When using Gen AI, it is crucial to follow these guidelines for a responsible and safe experience:
 - Use of Gen AI must be in alignment Policy SHSM: Appropriate Use of Information Technologies;
 - While staff may use “commonly used tools “ (see chart in #2) only Gen AI tools approved by the Authority should be used by students.
 - When prompting Gen AI for help, do not share any information about yourself or others.
 - Do not use Gen AI to create or spread content that may be considered harmful, offensive, or illegal content.
 - Be transparent with your use of Gen AI. Cite sources that were referenced by the Gen AI tool and respect intellectual property rights.
 - Assess the accuracy of generated content using critical thinking skills. Gen AI may create content that includes false information.
 - When in doubt about when, where or how to use Gen AI tools, ask a teacher or administrator for direction.
4. Students need to understand that uploading student work or information into Gen AI tools can lead to breaches of privacy. Be cautious in utilizing Gen AI to assess student work, especially if it is being uploaded into the tool, and be mindful when assessing the accuracy of AI content.

Accountability

1. Accessibility standards and guidelines must be considered when procuring, developing or selecting AI Systems to ensure usability by individuals with disabilities where possible. AI Systems must be built, tested and deployed in a manner that mitigates discriminatory outcomes for individuals and groups.

2. AI Systems must be used in a manner that respects individual privacy, dignity, and rights. Users of AI Systems are accountable for their proper use and must report any concerns or incidents involving AI Systems, including suspected or actual bias or harm in AI System outputs.
3. Authority educators must take responsibility for the content produced by an AI tool including ensuring its factual and contextual accuracy, compliance with legal and privacy regulations, and adherence to Authority values and expectations.

Security

1. Gen AI tools selected for use must first be reviewed to ensure sensitive information is properly protected. Once vetted for privacy and security, the Authority approved Gen AI products can be used with the assurance that BSA data is encrypted, anonymized and stored safely.
2. Any security concerns with AI Systems must be reported immediately to the Principal. Any adverse event, inaccuracy or failure related to an AI system must be reported.
3. It is vital for staff to be mindful of safeguarding student information.
4. All users must;
 - refrain from entering personal or sensitive information about any individual into the AI tool;
 - ensure no confidential, proprietary, personally identifiable information is entered into any non-approved AI Systems, including publicly available AI Systems;
 - use “opt-out” feature where possible to ensure prompts and content are not used to further train the system
5. All educators should instruct and advise students not to input any content containing identifying information, such as names, ages, locations, birthdates, school names, school names, and personal experiences. Anonymizing information may not be sufficient to make information de-identifiable.
6. To ensure secure, reliable and responsible use, use only third-party meeting transcription tools approved by the Authority for recording or transcribing meetings. Attendee implicit consent/approval to be used along with a notification of recording/transcription to attendees.

Cautions

1. The information provided by these Systems may not be accurate, complete, or up to date. Users must exercise critical judgment and verify information through reliable sources.
2. Teachers should consider that tools to detect AI content generation are often inaccurate and can flag plagiarism where it does not exist.
3. Staff are to report concerns related to content that may perpetuate bias or stereotypes.
4. The Authority will endeavour to involve students, families, and community in discussions about AI use in schools – encouraging open dialogue and creating feedback mechanisms to address concerns and ensure transparency.