



District School Board
Ontario North East

Achieve

Belong

Create

Generative Artificial Intelligence

Staff Guidelines

10 AI Guiding Principles

- 1. Use Only Approved AI Tools.**
- 2. Protect Your Privacy and the Privacy of Others.**
- 3. Beware of Bias, Discrimination and Incorrect Information.**
- 4. Safeguard Decision-Making, Staff and Student Privacy.**
- 5. Maintain Transparency.**
- 6. Respect Intellectual Property, Copyright and Academic Integrity.**
- 7. Prohibit Unauthorized or Harmful Uses of AI.**
- 8. Integrate Generative AI as Supportive Teaching Aid.**
- 9. Uphold the Integrity of Assessment and Evaluation.**
- 10. Practice Environmentally Sustainable Use of Generative AI.**

Guiding Principle 1:

Use Only Approved AI Tools.

- **Use only board-approved generative AI tools when completing board-related tasks on board devices.**

These tools have been vetted for privacy, security, and educational relevance; do not use unapproved AI applications for work purposes without prior approval.



Guiding Principle 2:

Protect Your Privacy and the Privacy of Others.

- **Never assume you are anonymous or fully confidential. Use AI with care.**

Even when using board-approved tools, your activity may be logged or stored by the provider. Review the tool's privacy terms, ask questions if anything is unclear, and treat anything you enter as information that could be accessed through normal system administration, legal requests, or a data breach.

- **Protect others' privacy. Do not enter personal or confidential information.**

Do not input, upload, or prompt AI using personal, sensitive, or confidential information about students, staff, families, or community members unless you have explicit authorization, a clear educational/work purpose, and it aligns with board policy. This includes identifying details (names linked to other information), contact information, student records, health information, behaviour/discipline details, IEP information, and any internal confidential documents.

- **Assume what you enter (and what it outputs) may be stored. Minimize data.**

AI providers may process and retain prompts, uploaded files, and generated outputs. Share the minimum information required, de-identify content whenever possible, and avoid entering any information you would not be comfortable disclosing beyond your intended audience.

Guiding Principle 3:

Beware of Bias, Discrimination and Incorrect Information.

- **Assume AI can be biased or discriminatory. Check for equity impacts.**

Generative AI can reproduce or amplify stereotypes, exclude diverse perspectives, or present imbalanced viewpoints. Before using or sharing AI-generated content, review it through an equity and human-rights lens (e.g., representation, language choices, assumptions, and potential harm to individuals or communities).

- **Do not treat AI output as fact. Verify before you use or share it.**

AI can be wrong, incomplete, or misleading. Use professional judgment and confirm key information with trusted sources (board resources, curriculum/policy documents, reputable references, and where appropriate, subject-matter expertise). When stakes are higher, seek additional perspectives and validate accuracy before using the output from generative AI.

- **Inaccuracy & Errors: Generative AI tools can sometimes provide false or misleading information.**

For example, a Generative AI tool might confidently present incorrect historical dates, events, or citations. Always cross-check its output, and beware that this feature of Generative AI may render it inappropriate for some uses.

Guiding Principle 4:

Safeguard Decision Making, Staff and Student Privacy.

- **AI can support your work, but it must not make decisions. A human must always review and approve.**

Use Generative AI to assist with drafting, summarizing, organizing, or identifying options, but the final judgment and accountability stay with staff. Before any AI-supported output is used in decision-making it must be reviewed, verified, and approved by an authorized person.

- **Do not use AI to assess or rank students or staff.**

Do not use Generative AI to evaluate performance, generate profiles, predict outcomes, or create “insights” about students or staff (e.g., “best writers,” “most effective,” “highest risk,” “most detail-oriented”). Do not use generative AI to assess student work. If there is a use case for using AI in such a way, approval must be sought from Senior Administration.



Guiding Principle 5:

Maintain Transparency.

- **Be transparent: disclose AI use when it meaningfully shaped the work.**

If Generative AI made a significant contribution to board work products, clearly note that support (and how it was used). You do not need to disclose routine, low-impact uses (e.g., calendar assistance), but you should disclose AI use when it substantially supports the creation or revision of reports, procedures, instructional materials, meeting notes/minutes, analyses, or communications. When in doubt, disclose.

- **Disclose AI use in educational tools and classroom applications.**

A.If Generative AI is used with students (e.g., personalized learning supports, adaptive tools, assessment/grading-related functions, or other classroom systems), staff should clearly communicate this use to students, families/guardians[DM1] , and relevant staff so they understand the tool's role, what data is being used, and what human oversight remains in place.

Guiding Principle 6:

Respect Intellectual Property, Copyright and Academic Integrity.

- **Assume AI outputs may contain copyrighted or closely copied material. Review before you use or share.**

Generative AI can reproduce phrases, structures, images, or ideas that resemble copyrighted works, even when content is publicly available online. Before using AI-generated text, images, audio, or video in board materials, cross-check for originality, avoid sharing outputs that appear substantially similar to published work, and credit sources as required.

- **Do not present AI-generated work as your own professional work.**

If AI contributed meaningfully to a board product, disclose that use and ensure the final work reflects your professional judgment. Submitting AI-generated content as if it was created solely by you may constitute plagiarism and may be inconsistent with Growing Success and board procedures.

- **Protect board-created materials and confidential work products.**

Some AI tools may store prompts and/or claim rights to content that users input. Do not upload or paste materials you need to protect (e.g., unpublished board documents, proprietary resources, or licensed content) into non-approved tools. Use board-approved tools and follow board direction on what may be shared, stored, or uploaded.



Guiding Principle 7:

Prohibit Unauthorized or Harmful Uses of AI.

- **Be a responsible user. Use only approved, age-appropriate AI tools.**

The board may provide student-access [KE1] AI tools that are age-appropriate and may restrict or block certain tools based on age and safety requirements. Use only the tools the board permits.

- **Follow the tool's rules and use AI responsibly.**

Every AI provider has rules (a code of conduct/acceptable use policy). Read them and follow them. Do not use AI to create, request, or share content that could harm others, including:

- cyberbullying or harassment,
- hate or discriminatory content targeting a person or community,
- threats, intimidation, or harmful rumours, or
- content that violates privacy or encourages wrongdoing.

Use AI in ways that promote respect, collaboration, and a positive school community.

- **Follow board and school procedures, especially the Technology Use Standards.**

Your use of AI must follow board policies for technology use, academic integrity, and digital citizenship.

Guiding Principle 8:

Integrate Generative AI as a Supportive Teaching Aid.

- **Use AI to support planning and instruction, review before classroom use.**

Use board-approved Generative AI tools to enhance teaching and learning (e.g., lesson ideas, exemplars, supplemental resources, summaries to support discussion, quiz/question generation, scaffolds, and UDL-informed options). Always review, verify, and adapt AI outputs for accuracy, bias, age-appropriateness, and alignment with curriculum and board direction before using them with students.

- **Model responsible AI use and explicitly teach it.**

Treat AI as a “helper, not a replacement” and make your thinking visible to students. Teach students how to: ask better questions, check information, recognize bias, protect privacy, and give credit when AI contributes. When appropriate, connect learning to real-world uses of AI (e.g., hiring, content moderation, healthcare) to build digital citizenship and critical thinking.

- **Use UDL as the default lens when using AI for learning design.**

Apply Universal Design for Learning to ensure AI-supported learning experiences increase access rather than create new barriers. Use AI to generate multiple ways for students to engage, represent understanding, and demonstrate learning, while maintaining high expectations and appropriate supports for diverse learners.

Guiding Principle 9:

Uphold Integrity of Assessment and Evaluation.

- **Teach AI literacy and design assessments that show student thinking.**

Use professional judgment to explicitly teach appropriate AI use, model ethical practices, and build students' AI literacy. Design assessment tasks that emphasize process, reasoning, and application, using conversations, observation, and products (COP) so students can authentically demonstrate curriculum learning.

- **Do not use AI for assessment tasks that require professional judgment.**

Generative AI may assist with administrative supports (e.g., drafting rubrics, generating practice questions, organizing feedback notes), but it should not be used to make evaluative judgments about the quality of student learning.

- **AI does not assign grades, educators do.**

Do not use Generative AI to assign official marks/grades or to generate subjective judgments about students or staff (e.g., ranking “best writers,” labeling “most detail-oriented”). AI may support drafting feedback or identifying patterns to review, but final feedback, evaluation, and reporting must always be completed, verified, and approved by the educator.

Guiding Principle 10:

Practice Environmentally Sustainable Use of Generative AI.

- **Generative AI uses significant resources from electricity to water. Use it intentionally and only when it adds clear value to teaching, learning, or board operations.**
- Start with the simplest tool: use existing board resources, templates, and standard software features (spellcheck, grammar tools, search, calculation tools) when they meet the need.
- Be efficient with prompts: ask one clear, specific question and request an appropriately sized output (e.g., “150-word summary” instead of “everything about...”).
- Avoid unnecessary generation: do not create multiple versions, large drafts, or media outputs (images/video) “just to see,” unless required for a defined purpose.
- Reuse and refine: build on prior prompts/outputs and your own materials instead of re-generating the same content repeatedly.
- Use AI when the impact is meaningful: prioritize use cases that improve accessibility, UDL supports, clarity of communication, or instructional planning, rather than convenience-only tasks.

The goal is not to avoid AI entirely; it is to use it thoughtfully and responsibly, so our collective digital footprint and environmental impact are reduced.