

Ownership, Authorship and Artificial Intelligence Procedure

RATIONALE:

HWDSB is committed to high standards and high expectations for student learning, academic achievement, and academic honesty in both digital and physical learning spaces. The modern classroom is equipped with tools that provide access to information and media that staff can use to provide engaging learning experiences and students can use to demonstrate their learning in new and creative ways. These tools and platforms, especially tools using generative artificial intelligence (AI), can enhance learning experiences and assist in administrative tasks. However, use of AI in schools also raises questions about the ownership of intellectual property, the authorship of content, academic honesty, and ethical use of technology.

The ease of access to information, music, video, and other content may result in misuses such as illegal downloading, plagiarism and failures to cite sources properly or to consider the intentions of original creators and owners of online content. Generative AI enables the user to create content (e.g., text, images, video, etc.) from the works of others, based on the user's text prompts, which blurs the ownership and authorship of the resulting content. This procedure provides standards for the ownership and authorship of content and the AI usage in learning and working environments.

TERMINOLOGY:

Artificial Intelligence: The development of computer systems, algorithms, or software that can perform tasks that typically require human intelligence. These tasks may include learning, reasoning, problem solving, perception, language understanding, and decision-making. AI systems often use techniques like machine learning, deep learning, and natural language processing to process large amounts of data, identify patterns, and adapt to new information to achieve their goals. AI applications can be found in various fields, such as computer vision, robotics, medical diagnosis, finance, and virtual assistants, among others (created by the AI tool Chat GPT 4).

AI Tools in Education: These are specific applications of AI technology designed to facilitate learning, teaching, and administrative tasks. Many educational tools involve the use of AI; however, the visibility of the AI is hidden from the user (unlike Generative AI applications as described below). Examples include adaptive learning software in math apps for math learning, the Immersive Reader and Reading Progress in Microsoft Teams, and auto-reply suggestions in the Outlook Email client and calendar.

Authorship: Authorship is the process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

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Data Privacy: Data privacy is the right to control how your personal information is collected and used in the digital world. In the context of AI, data privacy refers to the protection of personal and sensitive information, such as student records, from unauthorized access, use, or distribution by AI applications.

Ethical Use of AI: Ethical use of AI involves using AI tools responsibly and with respect for the rights and wellbeing of others. In an educational setting, this includes respecting academic honesty and ensuring AI does not infringe upon the safety, well-being, or privacy of students and staff.

Generative AI: This refers to the type of AI that can generate texts, images, video, etc. from prompts. For example, this type of AI can write paragraphs and essays on complex topics in a matter of seconds. Two such tools are ChatGPT and Microsoft Bing. It should be noted that countless other tools are based on these platforms. The proliferation of Generative AI makes it virtually impossible to restrict its use technologically.

Ownership: Includes works that belong to the public domain and individual's holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can permit usage. However, when considering ownership of creative work, the fair use doctrine can allow limited use of copyrighted materials without having to pay for use or ask permission for use and attempts to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

Sensitive Identifying Information: This term includes any data that could be used to identify a specific individual, including but not limited to names, addresses, grades, IEP information, personal information, assessment data, etc.

PROCEDURES:

1.0 Responsibilities

1.1 Members of the HWDSB community

- 1.1.1 Attribute authorship to the work of others and provide proper citation or attribution when necessary.
- 1.1.2 Use and cite the works of others in a responsible, ethical way, in accordance with posted copyright or fair use guidelines.
- 1.1.3 Understand that AI tools are inherently biased. The content used to train AI systems may be from sources that exclude marginalized groups. Users should be critical of AI content, ensuring it respects the rights, beliefs, and values of others in compliance with HWDSB Human Rights Policy, Anti-Black Racism Policy, Equity and Inclusion Policy and other Board policies.

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- 1.1.4 Be aware of rights under copyright law and expectations under the HWDSB Copyright/Fair Dealing Policy and act in a responsible manner that balances right to credit and compensation with an openness to sharing knowledge and consider providing guidelines for fair use and acceptable use.
- 1.1.5 Collaborate to pre-determine guidelines with stakeholders (administration, educators, students, community) on how Generative AI will be responsibly used and acknowledge its output appropriately.
- 1.1.6 Maintain academic integrity by using AI in a manner consistent with the principles of honesty, trust, fairness, respect, and responsibility. This includes not using AI tools to complete assignments or tests dishonestly or to facilitate other forms of academic dishonesty such as plagiarism.
- 1.1.7 Respect the privacy rights of all members of the educational community, which includes not using identifying student information or other sensitive information when using AI tools.
- 1.1.8 Review and follow terms and conditions when using AI tools (or any digital tool).

1.2 Principals

- 1.2.1 Develop and maintain a culture of respect for the authorship and ownership of creative and academic works and a high standard of respectful/responsible behaviour and academic honesty.
- 1.2.2 Ensure the school community (i.e., staff, students, and families) is aware of and follows copyright restrictions, acceptable use agreements, digital rights policy and the Assessment, Evaluation and Reporting Policy Procedure: Missing Evidence of Learning Section 1.1.10.
- 1.2.3 Work collaboratively with their school community to develop strategies for the use of AI, avoiding plagiarism and the importance of acknowledging the work of others.
- 1.2.4 Support teachers in the promotion of academic honesty with students, (see Assessment, Evaluation and Reporting Policy Procedure: Missing Evidence of Learning 1.1.10).

1.3 Teachers, Educators and Staff

- 1.3.1 Develop and maintain a culture of respect for the authorship and ownership of creative and academic works exists.
- 1.3.2 Maintain the highest standard of respectful/responsible behaviour and academic honesty by:
 - Teaching and modeling respect for the authorship and ownership of creative and academic work by adhering to

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copyright restrictions, acceptable use agreements, and digital rights policies.

- Implement strategies to help students understand the impact of plagiarizing and the importance of acknowledging the work of others.
- Ensure the academic honesty of students (see *Assessment, Evaluation and Reporting Policy Procedure: Missing Evidence of Learning 1.1.10*).

- 1.3.3 Educate students on the norms and expectations of appropriate and inappropriate use of Generative AI within a given course, clearly stating when it should and should not be used on specific task including, but not limited to:
 - Inputting text for paraphrasing/rephrasing/simplified explanations.
 - Inputting text for chunking of information.
 - Inputting text to help organize ideas (one's own ideas or those of an author).
 - Inputting text for proofreading, keeping a log of the edits to ensure and be able to defend authentic authorship.
- 1.3.4 Request support from the Privacy Department if they are unsure about the use of certain tools.
- 1.3.5 Refrain from inputting identifiable student information or otherwise sensitive information into AI platforms.

1.4 Students

- 1.4.1 Respect the authorship and ownership of creative and academic work by adhering to copyright restrictions, acceptable use agreements, and digital rights policies.
- 1.4.2 Follow the established rules associated with academic work and taking responsibility for their own actions.
- 1.4.3 Submit original work and citing sources appropriately.
- 1.4.4 Understand that the submission of work created by Generative AI is a form of plagiarism when not cited properly.
- 1.4.5 Use Generative AI under the guidelines set by teachers, and ask for clarification prior to using Generative AI on created works as necessary.

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1.5 Parent/Guardian/Caregivers

- 1.5.1 Support a culture of respect for the authorship and ownership of creative and academic works.
- 1.5.2 Assist their child in understanding and respecting authorship, ownership, and academic honesty.
- 1.5.3 Assist school staff in dealing with disciplinary issues involving academic honesty.

1.6 Executive Council

- 1.6.1 Demonstrate respect for the authorship and ownership of creative and academic work by ensuring the schools and its members adhere to copyright restrictions, acceptable use agreements, digital rights policy, and the Assessment, Evaluation and Reporting Policy Procedure: Missing Evidence of Learning Section 1.1.10.
- 1.6.2 Support schools and communities to develop strategies for helping students understand the consequences of plagiarizing and the importance of acknowledging the work of others.
- 1.6.3 Support schools and communities to develop strategies that help students understand the positive and negative impacts of Generative AI on education.