



West Morris Regional High School District

Vision for the Use of Generative AI in Teaching and Learning



Introduction

The West Morris Regional High School District (WMRHSD) recognizes the growing influence of generative artificial intelligence (GenAI) in various fields, including education. GenAI, when used responsibly and purposefully, can enhance learning experiences, foster critical thinking skills, and prepare our students for the future. This vision statement is a living document developed by a team of educators, administrators, and a member of the Board of Education. It articulates a vision for the application of GenAI to support teaching and learning in the West Morris Regional High School District.

Task Force Members

Anne Agostin, WMC Teacher

Kara Angelastro, WMM Lead Counselor

Sean Beavers, WMR District Technology Coordinator

Meg Brandt, WMM Library Media Specialist

Allissa Cembrook, WMM Teacher

Matthew Cinotti, WMC Teacher

Joe Geddes, Supervisor of Curriculum, Instruction, and Evaluation

Melissa Heike, Assistant Superintendent Curriculum & Instruction

Andrew Kimball, WMC Teacher

Sal Lima, Supervisor of Curriculum, Instruction, and Evaluation

Lauren Olsen, WMC Teacher

Laura Pereira, WMM IB Diploma Programme Coordinator

Steve Ryan, WMM Principal

Tim Rymer, WMC Principal

Barbara Sargent, Superintendent of Schools

John Sheppard, Board of Education Representative

Our Mission

West Morris Regional High School District is committed to student growth and learning. This is best achieved when students and staff are highly engaged, balanced, and reflective.

As International Baccalaureate World Schools, West Morris Central and West Morris Mendham aim to develop inquiring, knowledgeable, and caring young people who contribute to a better world through intercultural understanding and respect. Our programs encourage students to become active, compassionate, and lifelong learners who understand the value of diverse perspectives.

GenAI and Education

GenAI, a type of artificial intelligence, creates new text, images, or data based on prompts. It analyzes patterns from training data and uses them to generate similar but original content. GenAI is a rapidly evolving technology that is increasingly becoming integral in our modern world. Although its arrival has raised concerns about academic integrity, West Morris Regional has decided against restricting student access to it for two reasons. Primarily, removing access to innovation is both futile and counterproductive and can lead to inequity, disadvantaging students who may not have access to these technologies at home. Second, as educators, it is our duty to integrate GenAI into our teaching practices as necessary preparation for students' negotiation of college, professional placement, and general life skills. Not only do students need to explore its capabilities, but they must also have an understanding of the ethical questions that GenAI raises, including issues of copyright and bias.

GenAI is a powerful tool with incredible potential to enhance teaching and learning. However, it should never replace independent and authentic thought. Our core principle in this domain: **AI can help you think, but should not think for you.** Consequently, building critical skills for effective and ethical AI use is an educational priority for our schools.

Goals

- **Maintain a Human-Centered Approach:** While technology has the potential to enhance our lives, human creativity, connection, and collaboration are the most essential components of effective teaching and learning.
- **Develop Critical Thinkers:** Students will develop critical thinking skills and become discerning users of AI technology.
- **Foster Ethical Use:** A culture of responsible and ethical AI use will be fostered throughout the district.
- **Empower Effective Instruction:** Teachers will effectively integrate AI tools to improve instruction, personalize learning experiences, and encourage student ownership of their work.
- **Enhance Digital Literacy:** Students will become more skilled at understanding and evaluating digital information.

Ethical Responsibility

We are committed to academic integrity. This includes, but is not limited to, preventing instances of academic dishonesty, being aware of potential biases in AI tools, and taking steps to address them. This means ideas must be attributed, facts verified, and sources cited. **Students and all users of AI are ultimately responsible for their final product, including those developed with GenAI.**

Stakeholder Responsibilities

Students

- Students are encouraged to use GenAI as a study aide with the understanding that GenAI may not always be accurate. Applications may include summarizing notes, creating study guides, and accessing additional practice questions or problems.
- Students can use GenAI on coursework only with teacher approval, understanding that allowable uses may vary by course, teacher, and assignment. These may include, but are not limited to, brainstorming, research assistance, and proofreading.
- Students are responsible for asking clarifying questions of the instructor when confused by the limits of GenAI use placed on an assignment.
- If its use is allowed on an assignment, students are expected to clearly document how GenAI tools were used according to the teacher's guidelines and expectations.
- Students are responsible for the final product, including content developed with GenAI, and must document their AI use and cite generated content properly. Failure to properly cite content attributed to another source is a violation of the academic integrity policy.

Teachers

- Teachers will determine appropriate applications of GenAI and clearly communicate expectations for student use. This includes discussing the capabilities and limitations of these tools and teaching students how to document their use of GenAI properly.

- Teachers will continue to foster critical thinking skills and promote the balanced use of AI tools while modeling and emphasizing responsible and ethical use.
- Teachers will reinforce that academic integrity is an ethical choice students must make and foster class discussions about the ethical use of GenAI.
- Teachers are encouraged to include content developed with GenAI, featuring proper documentation, when appropriate, providing clear and transparent models for students to follow.

Administration

- The administration will provide ongoing training for teachers on ethical and effective AI use.
- The administration will provide clear guidelines for student and teacher use of Gen AI. This will include the development of a standard method(s) for the documentation of AI tools use.
- The administration will provide families with information on how GenAI is used in our schools and resources to understand GenAI and help their children use it responsibly.

Families

- Families should read, understand, and discuss the district's vision for GenAI use and its academic integrity policy with their students.
- Families should encourage the ethical use of AI for learning and support their students' growth mindset by encouraging them to seek out the assistance of teachers when needed.

Community Members

- Adults who work with West Morris Regional High School District students are encouraged to read, understand, and support the district's vision for GenAI use and its academic integrity policy.

Continuous Learning

AI technology is constantly evolving. The district is committed to continuously evaluating its approach and continuously adapting to the needs of our students and educators with a spirit of optimism and enthusiasm surrounding the potential benefits that new technologies provide.

How GenAI Was Used in the Creation of this Document

In keeping with the spirit of transparency and ethical AI use that this document advocates for, it is important to acknowledge the role that generative AI tools played in its development.

Specifically, ChatGPT4 and Gemini were used to help refine the text. These AI tools were tasked with synthesizing the work of various breakout groups into a cohesive set of guiding principles. We used them to transform initial concepts into draft sentences, edit text for tone, clarity, and conciseness, and provide recommendations for revisions.

Some examples of prompts used include:

- “Read the notes from each breakout group and develop one cohesive set of guiding principles for the task force to consider.”
- “Edit this for tone and clarity.”
- “Provide feedback on this draft and suggestions for revisions.”

Not all of the AI tools used were generative. Grammarly, an intelligent writing assistant, detected and suggested spelling and grammar edits.

A Collaborative Effort

While AI tools provided valuable assistance in refining the text of this document, it is essential to acknowledge the creativity and dedication of the human minds behind it. This document represents the culmination of thoughtful discussions, insightful revisions, and the collective vision of the West Morris Regional High School District Generative AI Task Force and the feedback provided by the West Morris Regional faculty.

Privacy and Data Protection

We value the privacy of our students. Personally identifiable information shall not be submitted to any AI system.

Accessibility and Inclusion

We are committed to ensuring GenAI use is accessible and inclusive for all learners. The district will explore ways to leverage GenAI to create accessible learning materials and foster inclusive learning environments. This may provide opportunities for increased differentiation, including the ability to change the Lexile reading level of instructional materials.

Review Process

As GenAI evolves, the West Morris Regional High School District will need to evolve with it. This document, along with the guidelines and resources it envisions, are living documents that will be reviewed and updated periodically.

Adopted: June 2024

Revised: