Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Special Meeting
Board of Education –Policy Committee
Monday, June 2, 2025; 5:30 p.m.
Mitchell Elementary School
Flanders Room

I. Call to Order

II. Policy (Action Anticipated)
   A. Policy 6141.3273/4118.53/4218.53 Generative AI (Artificial Intelligence)

III. Adjournment

An optional policy to consider.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education is committed to providing our students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and other related technology tools.

As with all technologies, users must be mindful of and adhere to all considerations ensuring responsible and ethical use, especially as it relates to mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all students.

While ensuring the responsible use for those interacting with and creating content from generative AI technologies, the Board underscores its commitment to fostering a dynamic and engaging learning environment that leverages the advances in AI to enhance student learning outcomes and equip students with the skills and dispositions needed for success in the digital age.

(cf. 6141.321 – Student Responsible Use of the Internet)
(cf. 5121.3 – Academic Dishonesty/Plagiarism)
(cf. 6162.51 – Surveys of Students (Student Privacy))

Policy adopted:
cps 8/23

Region 14 Schools
AI Information and Guidelines

Region 14's Vision of A Learner statement emphasizes the importance of ensuring that our students are future-ready: prepared to take advantage of the opportunities and face the challenges of the 21st Century. It has been said, "AI will not replace humans in the workplace, but humans who effectively use AI will certainly replace those who do not." As such, Region 14 recognizes our responsibility to our students to incorporate AI into teaching and learning ethically, responsibly, and effectively while continuing to develop our students' content area knowledge and skills and their ability to demonstrate the Vision of A Learner attributes.

Following are examples of ethical, responsible, and effective use of AI in teaching and learning that can further contribute to students' and faculty's development of the Vision of a Learner attributes and help prepare students to excel in their post-secondary pursuits.

Thinking Critically and Creatively



- ★ Refining your ideas and comparing them with others for originality of concept and content
- ★ Brainstorming multiple approaches to solving a problem and then evaluating which is most effective and why
- ★ Asking AI to explain a concept in different ways to spark deeper understanding
- ★ Evaluating the accuracy of AI generated materials to ensure the information is credible and represents multiple perspectives

Communicating and Collaborating Effectively



- ★ Asking AI to provide specific feedback on a writing piece related to content, tone, intent, and meeting of requirements "without providing new content" to replace your own
- ★ Collaborating with peers around AI output to review the accuracy and applicability of the response to the task
- ★ Refining requests of AI to improve the responses it provides and to learn to develop more effective prompts
- ★ Analyzing and discussing a source or text and then confirming your understanding with AI

Demonstrating Empathy



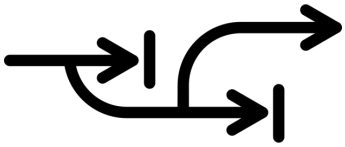
- ★ Recognizing that AI responses are generated based on electronically available content that reflect the opinions, values, and biases of their sources and the need to consider multiple perspectives, including those that may be underrepresented or misrepresented
- ★ Curating a list of resources from diverse viewpoints that can be used as a foundation for further research

Persevering



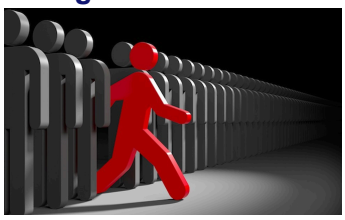
- ★ Asking AI to develop practice questions/tasks to review for a test or improve skills in a given area
- ★ Engaging in subject-specific learning and practice through platforms like Khan Academy and IXL that leverage AI to provide students with personalized learning experiences

Adapting and Adjusting



- ★ Editing and revising a written response after analyzing AI's feedback and determining which suggestions are most beneficial to meet the purpose and intended outcome of the task
- ★ Developing a list of alternative strategies for completing a task or responding to situations
- ★ Responding to AI generated reflection prompts that encourage deeper thinking and the generation of new ideas

Taking Initiative



- ★ Generating a list of research topics and summarizing key points to decide on which to focus for a project or paper
- ★ Developing a time management plan for completion of projects within a specific timeframe
- ★ Asking AI questions that spark curiosity and then continuing to develop knowledge by allowing it to respond to suggested related questions
- ★ Utilizing AI as a think partner rather than a thought generator

Inappropriate and Unethical Use of AI

AI is a wonderful tool, but an overreliance on it as a resource significantly impacts the development of the skills and knowledge necessary to be successful both in school and in life. While it is not possible to provide an all-inclusive list of inappropriate uses of AI, the following examples when contrasted with the ethical, responsible, and effective uses listed above provide guideposts between which appropriate use would fall.

- ➔ Utilizing AI to complete an assignment or project without first checking with the teacher to know if AI usage is allowed
- ➔ Submitting AI-generated work as your own without disclosing AI as the source (plagiarism)
- ➔ Including AI-generated information in your work without researching further to determine if the information is accurate and/or without checking the sources cited by AI (plagiarism)
- ➔ Utilizing AI to generate and spread false information or cause harm to a person or group of people
- ➔ Including personally identifiable information about others in AI prompts
- ➔ Translating your own words from English to the target language to submit as your own work in a World Language class

How to Avoid Plagiarism

Submitting or presenting any content as your own whether intentionally or accidentally without citing your sources is plagiarism.

- ➔ Always cite your sources utilizing the citation method required for the course.
- ➔ If you have been given permission to use AI, credit the AI site as the source of the generated material.
- ➔ Paraphrased or rearranged information or content from other sources still needs citations.

AI-generated feedback may be helpful in the writing process; however, utilizing AI-generated text that results from the feedback would be considered plagiarism.

- ➔ Actionable feedback to inform revisions from AI can be easily obtained with the prompt, "please read this paper and provide feedback on content, tone, and perceived intent without providing specific new content to replace mine."

Student Data Privacy

Region 14 is committed to maintaining the privacy of our students. Through students' school accounts, they will only have access to AI platforms that have contractually pledged compliance with the CT Student Data Privacy regulations.