

POLICY SUB-COMMITTEE MEETING

Regular Meeting

Griswold Board of Education

Superintendent's Office

211 Slater Avenue

Griswold, CT 06351

WEDNESDAY,

February 4th, 2026

5:00 PM

-
1. Call to Order
 2. Approval of the minutes—December 3rd, 2025
 3. Review, Discussion, and Action to Appoint a Chair for the Policy Subcommittee
 4. Review, Discussion, and Possible Action to Forward Revised Policy 0521—Mission—Goals—Objectives—Nondiscrimination
 5. Review, Discussion, and Possible Action to Forward Revised Regulation 0521—Mission—Goals—Objectives—Nondiscrimination
 6. Review, Discussion, and Possible Action to Forward New Policies
6141.3273/4118.53/4218.53—Generative AI
 7. Anything else that may properly come before the committee
 8. Next Meeting: March 4th, 2026
 9. Adjournment

**POLICY SUB-COMMITTEE REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**WEDNESDAY,
December 3rd, 2025**

DRAFT

1. A regular meeting of the Griswold Board of Education's Policy Subcommittee took place on Wednesday, December 3rd, 2025, at Griswold Middle School, in the Superintendent's Office, located at 211 Slater Avenue, Griswold, Connecticut. The Policy Subcommittee meeting was called to order at 5:00 PM by Yvonne Palasky, GPS Policy Subcommittee Chair.

PRESENT Yvonne Palasky, GPS Policy Subcommittee Chair; and Jaimee O'Neill-Eaton, Policy Subcommittee Member.

ALSO PRESENT Sean P. McKenna, GPS Superintendent of Schools.

ABSENT

2. Approval of the Minutes—October 8th, 2025

MOTION By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of October 8th, 2025, as presented.
Motion unanimously carried.

3. Review, Discussion, and Possible Action to Forward Revised Policy 6159—Instruction—Individualized Education Program to the Full Board for Possible Review and Action

MOTION By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To move forward revised policy 6159—Instruction—Individualized Education Program to the full board for possible review and action.
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Forward New Regulation 6159—Instruction—Individualized Education Program to the Full Board for Possible Review and Action

MOTION By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To move forward new regulation 6159—Instruction—Individualized Education Program to the full board for possible review and action.
Motion unanimously carried.

5. Review, Discussion, and Possible Action to Forward Revised Policy 6146—Instruction—Graduation Requirements to the Full Board for Possible Review and Action

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To move forward revised policy #6146 – Instruction – Graduation
Requirements – to the full board for possible review and action.
Motion unanimously carried.

6. Anything Else that May Properly Come Before the Committee – Nothing.
7. Next Meeting: Wednesday, January 7th, 2026 – The Policy subcommittee will hold their next regular meeting on Wednesday, January 7th, 2026 at 5 PM.
8. Adjourn

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To adjourn the regular Policy meeting at 5:41 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

Mission – Goals – Objectives

Nondiscrimination

~~The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.~~

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons.

Nondiscrimination in School and Classroom Practices

It is the policy of the District to provide equal opportunity for all students to achieve their maximum potential through the programs offered in all District schools regardless of race, color, age, creed, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, disability, status as a victim of sexual assault or status as a victim of trafficking in persons. The District shall provide to all students without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Students and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as result of good faith charges of discrimination.

Nondiscrimination in Employment/Contract Practices

It is the Board's policy to provide all persons equal access to all categories of employment in this District regardless of race, color, age, creed, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, status as a victim of domestic violence, marital status, mental or physical disability, or disability, genetic information, status as a Veteran or any other basis prohibited by Connecticut state and/or federal laws. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations. The Board shall grant victims of sexual assault or trafficking reasonable leave to attend to related medical, psychological and legal matters related to such status

Mission — Goals — Objectives

Nondiscrimination (continued)

Employees and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Nondiscrimination in Employment/Contract Practices

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates **the Director of Student Services as the Compliance Officer.** ~~the Curriculum Director as the District's Compliance Officer.~~

The Compliance Officer shall publish and disseminate this policy and complaint procedure annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address, and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the areas listed.

School and Classroom Practices

1. Curriculum and Materials

Review curriculum guides, textbooks and supplementary materials for discriminatory bias.

2. Training

Provision of training for students and staff to identify and alleviate problems of nondiscrimination.

3. Student Access

Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.

4. District Support

Assure that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment and related matters.

Mission — Goals — Objectives

Nondiscrimination (continued)

5. Student Evaluation

Review of tests, procedures and guidance and counseling material for stereotyping and discrimination.

Employment/Contract Practices

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Promotions.
5. Disciplinary actions, up to and including terminations.
6. The Board allows the mandatory human trafficking awareness training to be provided in any format, including but not limited to, video presentation.

The building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student, employee, or third party of the right to file a complaint with the Compliance Officer and the complaint procedures.
2. Inform the student complainant that he/she may be accompanied by a parent/guardian or adult advocate during all steps of the complaint procedure.
3. Inform the Superintendent and Compliance Officer and any other person who may be involved within two (2) working days.
4. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
5. Refer the complainant to the Compliance Officer if the building Principal is the subject of the complaint.

Complaint Procedure — Student/Employee/Third Party **Step 1 — Reporting**

~~A student, employee, or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to report the incident immediately. A complaint must be made within forty (40) days of the alleged occurrence to the Compliance Officer.~~

~~A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building Principal.~~

~~The complainant is encouraged to use the report form available from the building Principal, but oral complaints shall be acceptable.~~

0521(d)

Mission — Goals — Objectives

Non-Discrimination

Complaint Procedure — Student/Employee/Third Party (continued)

Step 2 — Investigation

~~Upon receiving a complaint of discrimination the Compliance Officer will then inform the Superintendent and the building Principal and any other person who may be involved (including any person who is accused of harassment of violation) within two (2) working days.~~

~~The investigative panel shall typically include the Compliance Officer, the Principal, and a Guidance Counselor.~~

~~If one of these members is the subject of investigation, the Superintendent will appoint another member.~~

~~Within fifteen (15) school days from the receipt of the complaint, the panel will convene during school hours to informally investigate the complaint. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. Other information and materials relevant to the investigation may also be evaluated.~~

~~If a student has filed complaint, he/she may have a parent/guardian or adult advocate present.~~

~~Every effort will be made to resolve the complaint on an informal basis.~~

~~The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation is pending or has been concluded.~~

Step 3 — Investigative Report

~~The Compliance Officer shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.~~

~~Copies of the report shall be provided to the complainant, the accused and the Compliance Officer.~~

Step 4 — District Action

~~If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not reoccur.~~

0521(e)

Mission — Goals — Objectives

Non-Discrimination

Complaint Procedure — Student/Employee/Third Party (continued)

Step 5 — Appeal Procedure

~~Disciplinary actions, in the case of students, shall be consistent with the school disciplinary practices, Board policies, administrative regulations, and state and federal laws.~~

~~Disciplinary actions, in the case of employees and third parties, shall be consistent with the Board policies, administrative regulations, state and federal laws, and applicable collective bargaining unit agreements.~~

~~The complainant, if not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, the aggrieved party may request a second formal meeting with the Superintendent of Schools, the Compliance Officer, and the building Principal (unless one of these is the alleged harasser/violator, in which case another member shall be appointed).~~

~~In the event of a second meeting, a written report will be prepared along with any findings of the investigation and any corrective or disciplinary action to be recommended.~~

~~If the complainant is not satisfied with the outcome of this second meeting, she/he may file a complaint with the Office of Civil Rights within 180 days of the alleged incident to the following address: Office for Civil Rights, US Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921.~~

Discrimination Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Griswold Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a

complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant shall discuss the alleged discriminatory act or practice with the Compliance Officers or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, department chairperson, head custodian, or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

0521(f)

Mission — Goals — Objectives

Non-Discrimination

Level II: The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with either of the Compliance Officer. Within five (5) working days a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Compliance shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

(cf. 4111 - Recruitment and Selection)
(cf. 4111.1/4211.1 - Affirmative Action)
(cf. 4118.11 - Nondiscrimination)
(cf. 4118.111 - Grievance Procedure-Title IX)
(cf. 4118.113/4218.113 - Harassment)
(cf. 5145.4 - Nondiscrimination)
(cf. 5145.5 - Sexual Harassment)
(cf. 5145.51 - Peer Sexual Harassment)
(cf. 5145.52 - Harassment)
(cf. 5145.6 - Student Grievance Procedure)
(cf. 6121 - Nondiscrimination)
(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
34 CFR Section 106.8(b), OCR Guidelines for Title IX. Definitions, OCR
Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec.
1606.8 (aO 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512
(January 19, 2001)
Mentor Savings Bank FSB v. Vinson, 477 U.S. 57(1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
26,1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15e Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include “sexual orientation”)

10-153 Discrimination on account of marital status.

17a-10I Protection of children from abuse.

The American with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted: July 22, 2013

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____
Home Address: _____
Home Phone: _____
School building: _____
Date of Alleged Incident(s): _____

Alleged harassment was based on: (Check all that apply.)

- | | | | |
|-----------------------------------|-------------------------------------|---|--|
| ☐ Race | ☐ Color | ☐ National Origin | ☐ Gender Identity or Expression |
| ☐ Gender | ☐ Disability | ☐ Religion | ☐ Status as a Veteran |
| ☐ Ancestry | ☐ Age | ☐ Sexual Orientation | ☐ Status as a Victim of Domestic Violence |
| | | | ☐ Status as a victim of assault or as victim of trafficking in persons. |

Name of person you believe violated the District's nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has

discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

This notice meets the minimum requirement of the regulation enforced by the Department of Education's Office for Civil Rights (OCR)

Non-Discrimination Notice

The Griswold Public Schools doesn't not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The Griswold Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, gender identity or expression, or disability in its programs, activities, and employment practices.

The following individuals are coordinators for Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled):

Title IX and Title VI

Name

Telephone Number

Section 504

Name

Telephone Number

Harassment Is ILLEGAL



SEXUAL HARASSMENT IS PROHIBITED based on Federal Law - Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15c.

FOR STUDENTS: Sexual harassment is **unwanted and unwelcome** behavior of a sexual nature which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Examples of Sexual Harassment include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

If you have questions or believe that you or others are being harassed, contact:

District Title IX Coordinator:
Office Address:
Telephone number:
Email Address:

Building Title IX Coordinator:
Office Address:
Telephone number:
Email Address:

You may also contact: The Connecticut Commission on Human Rights and Opportunities (CHRO), 21 Grand Street, Hartford, CT 06106 (Tel: 860-541-3400 or 800-477-5737) Connecticut law requires that a formal complaint be filed with the Commission within 180 days of the date under which the alleged harassment occurred.

You may also contact: Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172

Email: OCR.Boston@ed.gov, Filing complaints electronically:
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

Sexual harassment is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

► ***What should I do if I believe I am being sexually harassed?***

- Find out about your school or school district's policy and procedures for handling sexual harassment issues. Follow those procedures.
- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- If not satisfied with the resolution of your concerns, contact one of the appropriate organizations listed.

The victim does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

► ***Where to Get Help***

- ~~**State Title IX Coordinator:** Dr. William A. Howe, Connecticut State Department of Education, 165 Capitol Ave., Hartford, CT 06106 (860-713-6752)
email: william.howe@ct.gov~~
- **State Title IX Coordinator:** Dr. Adrian R. Wood, Connecticut State Department of Education Turnaround Office, 450 Columbus Boulevard, Suite 602, Hartford, CT 06103
telephone: (860-713-6795)
email: Adrian.wood@ct.gov
- **Permanent Commission on the Status of Women (PCSW)**
18-20 Trinity Street, Hartford, CT 06106 (860-240-8300)
<http://www.cga.state.ct.us/PCSW/>
- **Connecticut Women's Education and Legal Fund (CWEALF)**
75 Charter Oak Avenue, Suite 1-300, Hartford, CT 06106, <http://www.cwealf.org/>

YOUR SCHOOL'S NON-DISCRIMINATION STATEMENT:

Discrimination Grievance Form

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, religion, national origin, ancestry, sex, sexual orientation, gender identity or expression, marital status, mental or physical disability, status as a victim of domestic violence, **status as a victim of sexual assault, status as a victim of trafficking in persons**, status as a Veteran or equal access to Scouting America and other designated youth groups may discuss and/or file a grievance with either of the Civil Rights Coordinators of the Griswold Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinators:

_____ at _____ or _____ at _____

Name of Presenter/Complainant: _____

Employee _____ Employment Applicant _____ Student _____ Parent/Guardian _____

Home address _____

Phone _____ Date of Claim _____ Date of Incident _____

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).
2. Please attach any additional information/documentation as necessary.

Signature of Presenter: _____

Signature of Civil Rights Coordinator: _____

Date Received: _____

*Forms are available from either of the Civil Rights Coordinators,
Administrators and Guidance Offices.*

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))

A regulation for consideration.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process. The following considerations are offered to guide, support, and deliver on the opportunities expressed in P6141.3273/4118.53/4218.53:

Considerations for Effective Generative AI Use:

- Encourage a “team” approach in determining effective use and appropriate guidelines regarding AI-related practice, ~~with a staff member with a strong understanding of how AI works, administrators, teachers, students, parents, and legal experts.~~
- ~~Consider establishing a district AI Advisory Committee comprised of staff and administrators charged with studying the potential advantages and challenges of AI and recommend training on the tools for teachers, students, and parents. Emphasize the district’s commitment to using AI fairly and safely.~~
- Before assigning an AI-required task, ensure all students have access to the tool and can comply with the technology’s user agreement and CT’s student privacy law.
- Review how generative Artificial Intelligence works, expectations for safe and ethical use, and the role you expect this tool to play in the completion of and approach to the assignment.
- Ensure students are provided instruction and reminders in the following areas:
 - How and when to cite and provide attribution of sources
 - When and where generative AI can and cannot be used
 - Effective uses of generative AI
 - Users assume responsibility for the results when using AI
 - When permissions are required and Terms of Use followed
 - What constitutes cheating? What constitutes support?
 - Academic Integrity – Policy and practical applications.
- Consider requiring students to acknowledge and document how they used generative AI tools. For example, students could use an AI tool to get feedback on their essay drafts and explain which tool suggestions they agreed with or didn’t – to encourage students to learn how to use the tool as a partner rather than having it do all the work for them. AI should not be allowed to replace the teacher or the student. However, it can and should be used to augment learning and instruction. ~~Augmentation over automation.~~

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

Considerations for Effective Generative AI Use: (continued)

- Provide students with direct instruction on the limits and flaws related to generative AI technology – hallucinations, bias, inaccuracies, misinformation, etc. Remind students to think critically and fact-check using primary sources and that AI can have implicit bias and even present incorrect information.
- Lay out potential risks and what responsible use looks like. Regularly remind students about the safety concerns related to sharing personal and private info/data with AI bots, as well as using them to invade other's privacy.

Considerations for Teachers:

- When the need arises to limit the use of generative AI, one may look to the following pedagogical approaches:
 - Create lessons/assignments that would be challenging to complete with these tools.
 - Supervise student completion of assignments in class.
 - Ask students to give oral presentations, or have them integrate the narrative of their search into their research/writing.
 - Encourage project-based learning/assignments.
- Confer with colleagues on what writing assignments look like in an era when students can simply employ generative AI to generate prose for them.
- Consider ways schools, teachers, and students can use generative AI effectively and creatively.
- Openly discuss the complex ethical questions, such as whether or not it is considered cheating when a student asks generative AI to fabricate a rough draft they then can revise themselves.
- Use generative AI programs as smart search engines that present information in ways that are easy to understand.
- Use AI to generate ideas, topics, writing assignments, and other materials for engaging lessons.

Perhaps the only certainty that exists in the area of AI technology is it will continue to be more impactful in all of our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above “guidelines” are provided with the hope of initiating healthy and productive discussions and advancing higher levels of critical thinking and cognitive engagement.

Regulation approved:
cps 8/23