

POLICY SUB-COMMITTEE MEETING

Special Meeting

Griswold Board of Education

Superintendent's Office

211 Slater Avenue

Griswold, CT 06351

WEDNESDAY,

May 13th, 2026

5:00 PM

1. Call to Order
2. Approval of the Minutes—March 18th, 2026
3. Review, Discussion, and Possible Action to Forward New Policies
6141.3273/4118.53/4218.53—Generative AI—to the Full Board for Possible Action and Review
4. Review, Discussion, and Possible Action to Forward New Regulations
6141.3273/4118.53/4218.53—Generative AI—to the Full Board for Possible Action and Review
5. Review, Discussion, and Possible Action to Forward Revised Policy 2120—
Administration—Organizational Chart - to the Full Board for Possible Action and Review
6. Review, Discussion, and Possible Action to Forward New Policy 6163.32—Instruction -
Live Animals in the Classroom—Service Animals – to the Full Board for Possible
Action and Review
7. Review, Discussion, and Possible Action to Forward New Regulation 6163.32—
Instruction - Live Animals in the Classroom—Service Animals – to the Full Board for
Possible Action and Review
8. Review, Discussion, and Possible Action to Forward Revised Policy 1312 - Community
Relations – Public Complaints – to the Full Board for Possible Action and Review
9. Next Meeting: June 3rd, 2026
10. Adjournment

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

**WEDNESDAY,
March 18th, 2026**

DRAFT

1. A special meeting of the Griswold Board of Education's Policy Subcommittee took place on Wednesday, March 18th, 2026, 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, Policy Subcommittee Chair.

PRESENT Yvonne Palasky, Policy Subcommittee Chair; Jaimee O'Neill-Eaton and Terry Cholewa, Policy Subcommittee Members.

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

ABSENT

2. Approval of the Minutes—February 4th, 2026

MOTION By Terry Cholewa
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of February 4th, 2026, as presented.
Motion unanimously carried.

3. Review, Discussion, and Possible Action to Forward New Policies 6141.3273/4118.53/4218.53—Generative AI—to the Full Board for Possible Action and Review – The Policy subcommittee reviewed new policies 6141.3273/4118.53/4218.53 and decided to table further discussion and bring back to a follow-up meeting for further review.

MOTION By Terry Cholewa
Seconded by Jaimee O'Neill-Eaton
To table item 3 at this time.
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Forward New Regulations 6141.3273/4118.53/4218.53—Generative AI—to the Full Board for Possible Action and Review - The Policy subcommittee reviewed new regulations 6141.3273/4118.53/4218.53 and decided to table further discussion and bring back to a follow-up meeting for further review.

MOTION By Terry Cholewa
Seconded by Jaimee O'Neill-Eaton
To table item 4 at this time.
Motion unanimously carried.

5. Review, Discussion, and Possible Action to Forward Revised Policy 2120—Administration—Organizational Chart to the Full Board for Possible Action and Review – The Policy subcommittee reviewed policy 2120 and decide to table further discussion and bring back to a follow-up meeting for further review.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Terry Cholewa
To table item 5 at this time.
Motion unanimously carried.

6. Review, Discussion, and Possible Action to Forward New Policy 6163.32—Instruction - Live Animals in the Classroom—Service Animals - The Policy subcommittee reviewed new policy 6163.32 and decide to table further discussion and bring back to a follow-up meeting for further review.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Terry Cholewa
To table item 6 at this time.
Motion unanimously carried.

7. Review, Discussion, and Possible Action to Forward New Regulation 6163.32—Instruction - Live Animals in the Classroom—Service Animals - The Policy subcommittee reviewed new regulation 6163.32 and decide to table further discussion and bring back to a follow-up meeting for further review.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Terry Cholewa
To table item 7 at this time.
Motion unanimously carried.

8. Next Meeting: Wednesday, April 8th, 2026 – The Policy subcommittee will hold their next regular meeting on Wednesday, April 8th, 2026 at 5 PM.

9. Adjourn

MOTION

By Jaimee O'Neill-Eaton
Seconded by Terry Cholewa
To adjourn the regular Policy meeting at 5:49 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

This updated policy aligns with the State of Connecticut's Policy AI-01 AI Responsible Use Framework: Meaningful Guardrails + Workforce Empowerment and Education + Purposeful Use = Responsible AI Innovation Version 1.0, February 1, 2024.

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, fostering 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 related technologies. *When used responsibly, AI has the potential to enhance teaching and learning, improve operational performance, and support student success.*

As with all technologies, users must be mindful of and adhere to considerations that ensure responsible and ethical use, especially in mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all students. *This policy provides a framework to empower AI users while ensuring appropriate safeguards against discrimination, privacy violations, and a lack of accountability and transparency, and setting expectations for ethical use, data protection, academic integrity, professional learning, and ongoing oversight.*

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

I. Definitions and Scope

For purposes of this policy:

1. **Artificial Intelligence (AI)** refers to technologies that perform tasks that typically require human intelligence, including but not limited to content generation, data analysis, pattern recognition, predictive modeling, decision support, or adaptive learning.
2. **AI Tools** include generative AI systems, machine learning applications, adaptive educational platforms, and AI-enabled administrative or operational systems.
3. **Generative Artificial Intelligence (GAI)** refers to AI-enabled systems that generate text, images, audio, video, code, or other content in response to prompts or data inputs.
4. **Users** include students, staff, contractors, and vendors who access or deploy AI tools in connection with District programs or operations.

This policy applies to all AI tools used for instructional, assessment, administrative, or operational purposes within the District, whether provided by the District or accessed independently by staff or students when used for school-related activities.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence) (continued)

II. Guiding Principles

The District's use of AI shall be guided by the following principles:

1. **Fairness:** AI tools shall be selected, deployed, and monitored to avoid bias, discrimination, or disparate impact on students, staff, or families, particularly based on legally protected characteristics.
2. **Transparency:** The District shall promote transparency by ensuring that students, staff, and families understand when and how AI tools are used in instruction, assessment, and District operations.
3. **Accountability:** Human oversight and clear lines of responsibility shall be maintained for decisions and outcomes influenced or supported by AI systems.
4. **Security and Privacy:** The District shall protect student and staff data by ensuring that AI tools comply with applicable Federal and State privacy, security, and data protection laws and standards.

III. Ethical Principles and Responsible Use

The District is committed to the ethical and responsible use of AI. Accordingly,

1. **Human Oversight and Agency:** AI systems shall support – not replace – professional judgment and decision-making. Final responsibility for instructional, evaluative, and operational decisions remains with District personnel.
2. **Avoidance of Discrimination and Disparate Impact:** The District shall evaluate AI tools for potential bias and inequitable outcomes and shall take corrective action when such risks are identified. To that end, the District shall develop procedures to evaluate the AI tools' ability to address such impacts.
3. **Privacy and Data Protection:** AI use shall respect individual privacy rights and limit data collection and retention to what is necessary for legitimate educational purposes and comply with records retention schedules.
4. **Equity:** The District shall consider accessibility, digital equity, and inclusive design when adopting or approving AI tools to ensure that AI use does not exacerbate existing inequities.

IV. Academic Integrity and Instructional Practices

The Board affirms that AI may be a valuable instructional tool when used safely, responsibly, and ethically.

1. **Permitted Uses:** AI tools may be used, consistent with teacher direction and District guidance, for purposes such as:
 - a. **Students**
 - i. Thinking critically
 - ii. Helping generate ideas, vocabulary, or outlines

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

IV. Academic Integrity and Instructional Practices (continued)

- iii. Soliciting and reviewing feedback on original work.
- iv. Prompting AI tools to provide outlines and other supports for structuring original work.
- v. Researching and gathering various perspectives on topics and issues.
- vi. Breaking down complex concepts.

b. Professional Staff

- i. Teaching students to evaluate AI outputs and think critically.
- ii. Providing formative feedback.
- iii. Supporting differentiation and accessibility (Creating scaffolds for diverse learners).
- iv. Enhancing instructional planning and analysis.

2. Prohibited Uses: AI tools shall not be used to:

a. Students

- i. Substituting for original work without acknowledgment/attribution.
- ii. Circumventing academic expectations or District codes of conduct.
- iii. Completing assignments, assessments, or examinations in a manner that misrepresents a student's knowledge or skills.

b. Professional Staff

- i. Substituting for original work without acknowledgment/attribution.
- ii. Allowing AI to assume professional tasks without acknowledgment, review, and sound judgment.

3. Acknowledgment and Disclosure: When appropriate, students and staff shall acknowledge and explain their use of AI tools to promote transparency, reflection, and ethical decision-making.

V. Data Privacy, Security, and Procurement

Recognizing that AI tools may process sensitive information, the District establishes the following safeguards:

1. **Legal Compliance:** All AI tools shall comply with the Family Educational Rights Act (FERPA), Connecticut student privacy laws, and other applicable federal and state requirements.
2. **Procurement and Review:** The District shall maintain a review and approval process for AI tools, including:
 - a. Evaluation of vendor data practices and security measures.
 - b. Verification of compliance with State data protection standards.
 - c. Review of claims regarding AI functionality, limitations, and data use.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

V. Data Privacy, Security, and Procurement (continued)

3. **Data Minimization and Security:** AI tools shall collect and retain only data necessary for educational purposes, and appropriate measures shall be in place to protect against unauthorized access or misuse.

VI. Professional Development and AI Literacy

The District shall support ongoing professional development related to AI. Such professional development shall include, but not be limited to:

1. Support training for educators and administrators on AI literacy, ethical use, data privacy, and instructional integration.
2. Modeling responsible AI uses and embedding ethical considerations into instruction, helping students develop critical thinking and digital citizenship skills.

VII. Stakeholder Engagement and Policy Review

To ensure this policy remains responsive to evolving technology and guidance:

1. The Board shall review this policy on a regular cycle and update it as needed to reflect changes in technology, law, and State guidance, including, but not limited to future updates to Policy AI-01 and recommendations generated by the GAI Advisory Committee.
2. The District shall engage educators, students, and families in reviewing AI practices and policy implementation to promote transparency and trust.

VIII. Implementation and Administration

The Superintendent or designee shall develop administrative regulations to implement this policy. Such elements shall include those related to students, staff, and administrative operational productivity and functionality to more effectively align with the Board's mission to meet the needs of all students.

(cf. 6141.321 – Student Responsible Use of the Internet)

(cf. 5121.3 – Academic Dishonesty/Plagiarism)

(cf. 6162.51 – Surveys of Students (Student Privacy))

Legal Reference: Public Act 23-16 An Act Concerning Artificial Intelligence, Automated Decision-Making and Personal Data Privacy
 Public Act 24-151 An Act Authorizing and Adjusting Bonds of the State and Concerning Provisions Related to State and Municipal Tax Administration, General Government and School Building Projects

Policy adopted:

rev 8/25

rev 1/26

This updated regulation aligns with the State of Connecticut's Policy AI-01 AI Responsible Use Framework: Meaningful Guardrails + Workforce Empowerment and Education + Purposeful Use = Responsible AI Innovation Version 1.0, February 1, 2024.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

I. Purpose and Scope

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.

These administrative regulations implement Board of Education Policy 6141.3273/4118.53/4218.53, Generative Artificial Intelligence (GAI). They align with the State of Connecticut's Policy AI-01 and are intended to guide the responsible, ethical, secure, and effective use of GAI across instructional, professional, and operational contexts.

These regulations establish procedures and guidance for students, certified and non-certified district employees, administrators, contractors, and vendors acting on behalf of the board of education.

II. Definitions

For the purposes of these regulations:

1. **Artificial Intelligence (AI)** refers to technologies that perform tasks that typically require human intelligence, including but not limited to content generation, data analysis, pattern recognition, predictive modeling, decision support, or adaptive learning.
2. **AI Tools** include generative AI systems, machine learning applications, adaptive educational platforms, and AI-enabled administrative or operational systems.
3. **Generative Artificial Intelligence (GAI)** refers to AI-enabled systems that generate text, images, audio, video, code, or other content in response to prompts or data inputs.
4. **Users** include students, staff, contractors, and vendors who access or deploy AI tools in connection with District programs or operations.

These regulations apply to all AI tools used for instructional, assessment, administrative, or operational purposes within the District, whether provided by the District or accessed independently by staff or students when used for school-related activities.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence) (continued)

III. Collaboration and Oversight

The Superintendent or designee shall establish a **District-Wide GAI Advisory Committee** to support implementation, oversight, and continuous improvement of AI use across the district. The Committee shall operate in a collaborative, transparent manner, soliciting and encouraging input from staff, students, and the community, and supporting responsible innovation. *(The District should assess whether an existing “group”, such as a technology advisory committee, can assume this added responsibility.)*

1. Composition: The Committee shall include representation from:

- a. District and building administrators.
- b. Classroom teachers.
- c. Instructional technology staff.
- d. Curriculum, instructional, and assessment leaders.
- e. Student support services/special education staff members.
- f. Staff responsible for data privacy and cybersecurity.
- g. Students (as appropriate).
- h. Parents/guardians (as appropriate).
- i. Legal counsel (as appropriate).

2. Responsibilities: The GAI Advisory Committee shall:

- a. Review emerging GAI tools and their potential uses.
- b. Monitor compliance with District policy, State guidance, and applicable laws and regulations.
- c. Develop and recommend guidance for instructional and operational use.
- d. Identify professional learning needs and resource gaps.
- e. Evaluate, advise on, and plan for equity, accessibility, and bias considerations related to school and home/community use, and attend to, but are not limited to, the identified needs of students with Individualized Education Plans (IEPs) and 504 plans, training programs, data collection and analysis, and tools.
- f. Advise on data privacy, cybersecurity, and vendor risks.
- g. Provide regular updates to the Board of Education on:
 - i. GAI initiatives and pilot programs.
 - ii. Implementation progress.
 - iii. Emerging risks and opportunities.
 - iv. Recommended policy revision and resource needs.

IV. Student Use of GAI

1. **Instructional Use:** GAI shall not replace direct instruction, human judgment, or authentic student learning. GAI may be used as an instructional support tool to:
 - a. Enhance learning, promote creativity, and advance critical thinking.
 - b. Explore multiple approaches to problem-solving or creative expression.
 - c. Brainstorm ideas, generate outlines, or organize thoughts for assignments and projects.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

IV. Student Use of GAI (continued)

- d. Support research and study skills, including summarizing content, generating study guides, or developing practice questions.
 - e. Receive differentiated learning opportunities and explanations or supports, along with assistance with grammar, spelling, syntax, or clarity in student-generated work, when permitted by the teacher.
 - f. Support language development, translation, or comprehension, as authorized.
 - g. Enhance accessibility through adaptive or assistive features consistent with instructional expectations.
 - h. Analyze, evaluate, and critique AI-generated content to build digital literacy and critical thinking skills.
 - i. Learn about and reinforce the appropriate, ethical, and responsible use of AI systems.
 - j. Other educational uses approved by the teacher and consistent with Board policy, District guidelines, and academic integrity standards.
 - k. Student use of GAI must be:
 - i. Age-appropriate.
 - ii. Aligned with curriculum goals.
 - iii. Supervised by educators.
 - iv. Consistent with academic integrity expectations.
2. **Academic Integrity:** Students shall be instructed on:
- i. Appropriate and Inappropriate Uses of GAI.
 - ii. Proper attribution and disclosure when GAI is used.
 - iii. The limits of GAI accuracy and reliability.
- (Unauthorized use of GAI to complete assignments, assessments, or examinations may constitute academic dishonesty and shall be addressed in accordance with the District Code of Conduct.)*
3. **Data Privacy and Safety:** Only district-approved GAI tools may be used in instructional settings unless otherwise authorized. Students shall not input:
- a. Personally identifiable information (PII).
 - b. Confidential student or staff data.
 - c. Protected educational records.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

V. Staff Use of GAI (continued)

1. Appropriate use of GAI tools for staff includes, but is not limited to, the following applications:

- a. Support instructional planning, including but not limited to lesson design, curriculum development, and instructional differentiation.
- b. Develop or revise instructional materials, assessments, rubrics, or other activities.
- c. Provide feedback, exemplars, or instructional supports for students, consistent with professional judgment and district/departmental/grade-level guidelines.
- d. Support professional learning, reflection, and continuous improvement.
- e. Enhance accessibility and inclusive practices for students, consistent with IEPs, 504 Plans, and other individualized plans.
- f. Improve efficiency in routine professional tasks, such as drafting communications, organizing information, or summarizing instructional data.
- g. Model responsible, transparent, and ethical AI use for students.
- h. Other instructional or professional uses authorized by the District and aligned with Board policy, collective bargaining agreements, professional standards, and applicable laws.

2. Staff remain responsible for:

- a. Reviewing and verifying all GAI-generated content.
- b. Evaluating AI tools and outputs for accuracy, bias, appropriateness, and instructional value.
- c. Collaborating with colleagues to share effective practices related to AI-supported instruction.
- d. Ensuring alignment with district curriculum and standards.
- e. Maintaining professional judgment and accountability.

3. Ethical and Responsible Use:

- a. Use GAI in a manner consistent with professional ethics.
- b. Identify and mitigate potential bias or inaccuracies.
- c. Be transparent when GAI is used to generate or substantially assist instructional materials.

4. Privacy and Confidentiality: Staff shall not input:

- a. Student educational records.
- b. Personnel records.
- c. Confidential District data into non-approved GAI platforms.
- d. General sharing of personally identifiable information (PII).

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

VI. Operational Productivity and Administrative Use

- 1. Permitted Uses:** GAI may be used to improve operational functionality, including, but not limited to:
 - a. Drafting non-confidential communications.
 - b. Summarizing publicly available information.
 - c. Supporting workflow automation.
 - d. Assisting with planning, scheduling, or reporting tasks.
- 2. Personnel Oversight**
 - a. GAI shall function as a decision-support tool, not a decision-maker.
 - b. Inputs should be general in nature and not contain staff or other PII.
 - c. All outputs must be reviewed by a qualified employee before use.
 - d. GAI shall not be used to make:
 - i. Final or ultimate personnel decisions.
 - ii. Student placement or discipline decisions.
 - iii. High-stakes determinations without human reflection and review.

VII. Vendor Management and Technology Approval

1. All GAI tools must undergo District review prior to adoption.
2. Evaluation criteria shall include:
 - a. Data privacy and security protection.
 - b. Compliance with FERPA, State law, and District policy.
 - c. Transparency regarding data use and retention.
 - d. Bias mitigation and accessibility features.
3. The GAI Advisory Committee shall assist in reviewing and recommending tools for approval.

VIII. Professional Learning and Capacity Building

The District shall provide ongoing professional development for staff and administrators, including, but not limited to, the following:

1. Responsible and ethical GAI use.
2. Instructional integration.
3. Data privacy and cybersecurity.
4. Equity and accessibility considerations.
5. Emerging risks and best practices.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence) (continued)

IX. Monitoring, Review, and Continuous Improvement

1. The Superintendent or designee shall ensure regular monitoring of GAI use across the district.
2. The GAI Advisory Committee shall annually review:
 - a. Implementation effectiveness
 - b. Compliance with policy and regulations
 - c. Emerging legal, ethical, and technology developments
3. Recommendations for revisions to policy, regulations, and resource allocation shall be presented to the Board of Education as needed (or requested)

X. Considerations for Effective Generative AI Use (Directed Towards Student 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 recommending 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 (CGS §§ 10-234aa through 10-234dd).
- Review how generative GAI works, expectations for safe and ethical use, and the role the teacher expects this tool to play in completing and approaching the assignment.
- Ensure students are provided with 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 are 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 Chat GPT 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 teachers or students. However, it~~ 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)

X. Considerations for Effective Generative AI Use (Directed Towards Student Use) (continued)

- Provide students with direct instruction on the limitations and flaws related to generative AI technology, including hallucinations, bias, inaccuracies, and misinformation. Remind students to think critically and fact-check using primary sources and note that AI can have implicit bias and present incorrect information.
- Identify potential risks and outline what responsible use entails. **Regularly remind students about the safety risks of sharing personal information with AI bots and of using them to invade others' privacy.**

XI. 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.~~
 - ~~○ Allow students to complete 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 chatbots to generate prose for them.
- **Review lessons to ensure durability of learning against the use of AI**
- ~~• Consider ways schools, teachers, and students can use bots effectively and creatively.~~
- **Openly discuss complex ethical questions with students, colleagues, parents/guardians, and community members, such as whether it is considered cheating when a student asks generative AI to fabricate a rough draft that they can then 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.

The only certainty that exists in AI technology is that it will continue to be more impactful in all 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 intended to initiate healthy, productive discussions and advance higher levels of critical thinking and cognitive engagement.

Building-Level Implementation Checklist

Leadership

- ☐ Consider establishing a GAI Advisory Committee or adding a GAI advisory agenda to an appropriate established committee
- ☐ Communicate District GAI expectations to staff

Instructional Practices

- ☐ Identify approved GAI tools
- ☐ Establish classroom expectations for GAI to align with policy
- ☐ Incorporate digital literacy and academic integrity in instruction

Student Guidance

- ☐ Include GAI expectations and guidelines in the student handbook and parent communications

Staff Support

- ☐ Ensure GAI professional learning opportunities are a recurring agenda item for the Professional Development and Evaluation Committee (PDEC)
- ☐ Ensure professional learning opportunities are informed, developed, and implemented by expert district teachers, administrators, and staff members
- ☐ Establish a consultation process for questions and responsive support

Monitoring

- ☐ Review incidents or concerns related to GAI use
- ☐ Provide feedback to district administration

GAI Advisory Committee Charter

Name: District-Wide Generative Artificial Intelligence (GAI) Advisory Committee

Role: Advises the Superintendent of Schools and provides updates to the Board of Education

Membership: Administrators, teachers, instructional technology staff, student services/special education educators, data privacy/cybersecurity personnel, students, and/or parents/guardians (as appropriate)

Responsibilities:

- Review emerging GAI tools and trends
- Recommend guidance, resources, and training
- Assess equity, privacy, and bias implications
- Provide regular reports to the Board of Education

Meetings: At least quarterly, or as determined by the Superintendent

Student Handbook Alignment Language

The _____ Board of Education permits limited use of Generative Artificial Intelligence (GAI) tools to support learning when authorized by teachers. Students are expected to use GAI responsibly, protect personal and confidential information, and follow academic integrity standards. Misuse of GAI may result in disciplinary action consistent with the Student Code of Conduct.

Professional Expectations for Staff

Staff are encouraged to use GAI as a professional support and instructional design tool, while remaining responsible for all instructional and operational decisions. Educators should make every effort to ensure that instruction, assignments, and assessments are durable against GAI misuse and can adapt to the use of emerging technologies. GAI outputs must be reviewed for accuracy, bias, and appropriateness. Confidential information shall not be entered into non-approved GAI systems. Professional staff are responsible for reviewing and following the policy and are encouraged to recommend updates and revisions to the GAI Advisory Committee or designated committee and the Superintendent.

Administration**Organization Chart**

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, the Superintendent may, from time to time, recommend for Board approval changes in the district organization chart.

Policy adopted: February 24, 2014

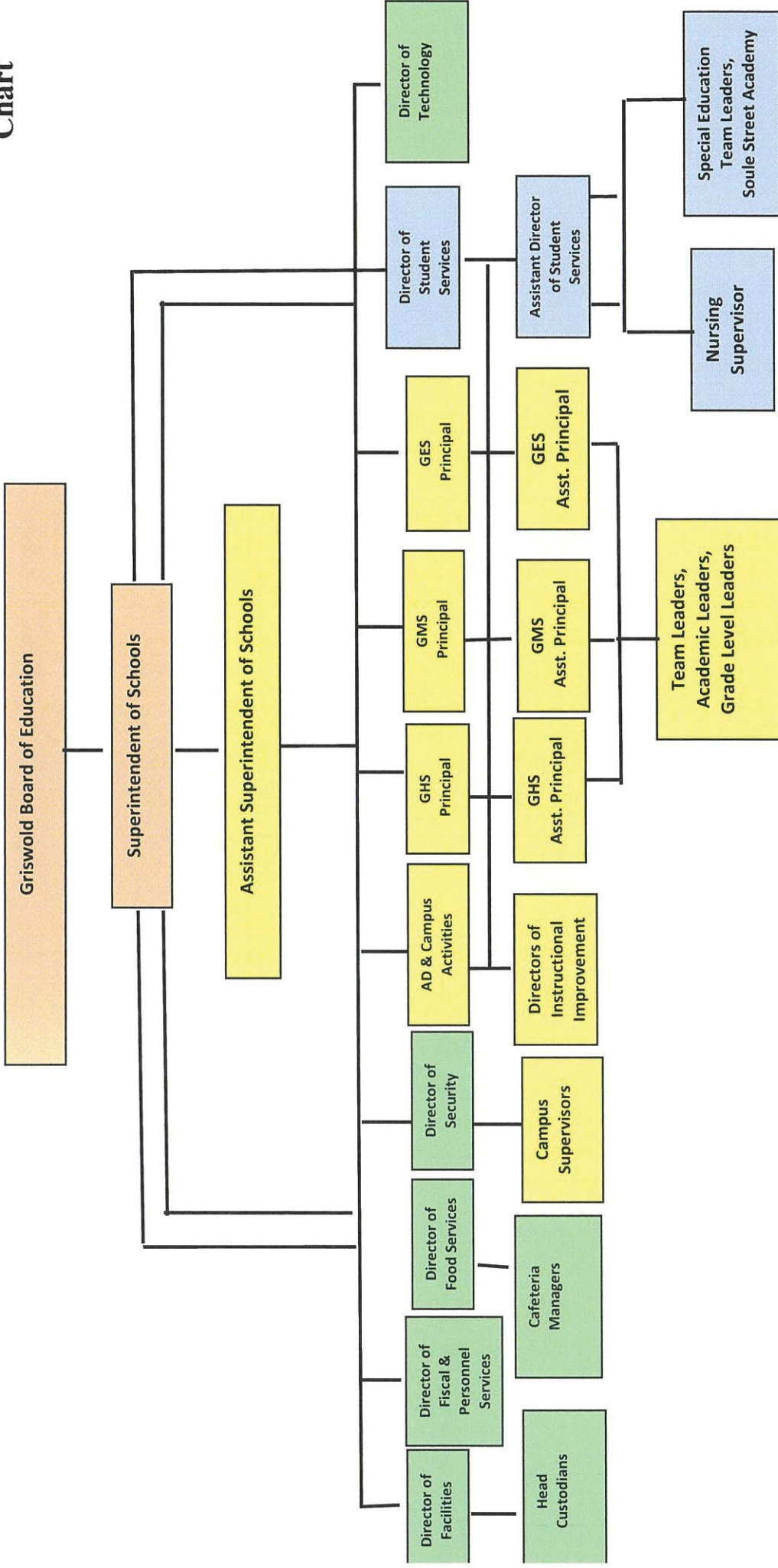
Policy revised: April 5, 2021

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut



2120 Chart



An optional policy to consider.

Instruction

Live Animals in the Classroom

Service Animals in Schools

The Board of Education (Board) adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from district programs, activities, and services, and to ensure that the District does not discriminate based on disability.

Service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability.

A “service animal” per 28 C.F.R. 35.104, for purposes of this policy is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual’s disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify. Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i). Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not service animals for the purpose of this policy.

The Board shall permit individuals with disabilities to use service animals in District buildings; on District property; and on vehicles that are owned, leased or controlled by the School District, upon request and submission of required documentation.

Admission of Service Animals to Schools

A student or an employee with a disability may submit a request to bring a service animal to school for educational or employment purposes. However, there is no automatic right to be accompanied by a service animal in the school setting.

Parents/Guardians of students with disabilities who believe the student needs to bring a service animal to school to receive a free and appropriate public education shall notify the Building Principal or the Section 504 or IEP/PPT team. The appropriate team shall evaluate the request to use the service animal in school, gather necessary information and determine whether the student requires the service animal during the school day or at school activities. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student’s IEP or Section 504 service agreement.

Instruction

Live Animals in the Classroom

Service Animals in Schools

Admission of Service Animals to Schools (continued)

Trained service animals shall be permitted in District buildings and on District property and vehicles for non-educational reasons under the following circumstances:

1. Totally or partially blind individuals may be accompanied by a trained guide animal.
2. Deaf or hearing-impaired individuals may be accompanied by a trained hearing animal.
3. Mobility-impaired or other disabled individuals may be accompanied by a trained service animal.
4. Individuals conducting training of a service animal may be accompanied for the purpose of school business by a service animal in training, but training shall not normally occur in the classroom during instructional time.

Before a service animal shall be allowed in a District building, or on District property or vehicles, the owner or handler of the animal shall submit to the Building Principal a written request and the following documentation from a certified professional: *(Note: Federal regulations pertaining to the Americans with Disabilities Act and Service Animals prohibits a public entity from asking about the nature and extent of a person's disability. However, the following inquiry is permitted.)*

1. Verification of the need for a service animal because of a disability.
2. Description of the function(s) the service animal is expected to perform in relation to the individual's disability. (What work or task the animal has been trained to perform.)

Admission of Service Animals to Public Events

Individuals with disabilities may be accompanied by their service animals while on District property for events that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public.

School administrators may inquire of the owner or handler of an animal whether the animal is a trained service animal and the specific tasks that the animal has been trained to perform but shall not ask questions about an individual's disability.

The District shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged.

Instruction

Live Animals in the Classroom

Service Animals in Schools (continued)

Delegation of Responsibility

The owner or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, cleaning up, and stain removal.
2. Leashing and properly restraining the animal at all times.
3. Damages to district buildings, property, and vehicles caused by the animal.
4. Injuries to students, employees, volunteers, and visitors caused by the animal.
5. Annual submission of documentation of vaccinations and immunizations.

The Building Principal shall receive and forward to the () Director of Special Education () Supervisor of Special Education () Section 504 Team () Superintendent each completed request by an individual with a disability to be accompanied by a service animal.

The Appropriate Administrator shall respond to the request.

District administrators may exclude a service animal from District buildings, property and vehicles under the following circumstances:

1. Presence of the animal poses a direct threat to the health and safety of others.
2. Owner or handler is unable to control the animal.
3. Presence of the animal significantly disrupts or interferes with the educational process.
4. Presence of the animal would require a fundamental alteration to the program.
5. The animal is not housebroken.

The Superintendent or designee shall develop and disseminate administrative regulations to implement Board policy and accommodate individuals with disabilities requesting use of a service animal in District buildings and on District property and vehicles.

The designated administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an owner or handler in District buildings or on District property or vehicles are informed of the Board policy and administrative regulations governing this issue. Involved individuals can include administrators, appropriate employees, students, and parents/guardians.

Instruction

Live Animals in the Classroom

Service Animals in Schools (continued)

Use of a Service Animal on School Property by School Visitors

A school visitor who is an individual with a disability may be accompanied by a service animal in accordance with all applicable state and federal laws and regulations and with policy #1250, "Visits to Schools." A service animal that is accompanying a school visitor may be properly excluded from school property for the following reasons:

1. The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
2. The animal is out of control, and the animal's handler does not take effective action to control it.
3. The animal is not housebroken.
4. The presence or behavior of the animal fundamentally alters the service, program, or activity of the school system.

Legal References: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

46a-42 Mobility impaired person

46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation)

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b), 29 U.S.C. 705 (20), 794, 34 C.F.R. pt. 104; G.S. 130A-185, 168 article 1, 168A-3 through -7.

American Disability Act – 42 U.S.C. Sec. 12101 et seq. 28 C.F.R. pt. 35 28 C.F.R. Parts 35 & 36, "Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules"

A sample regulation to consider.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs)

Background

Service animals are animals trained to assist people with disabilities in the activities of normal living. The Board of Education, in compliance with state and federal laws, allows service animals to accompany persons with disabilities on the District campus. This regulation differentiates “service animals” from “pets”, describes types of service dogs, denotes campus locations that are off-limits to service animals, and sets behavioral guidelines for service animals.

Definitions

Partner/Handler: A person with a service animal. A person with a disability is called a partner; a person without a disability is called a handler.

Pet: A domestic animal kept for pleasure or companionship. Pets are not permitted in District facilities. Permission may be granted by an administrator for a pet to be in a District facility for a specific reason at a specific time (e.g., a pet dog is used for a demonstration tool in a class).

Service Animal: Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs. Federal regulations also include miniature horses as service animals. A service animal is sometimes called an assistance animal.

A “service animal” per 28 C.F.R. 35.104, is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual’s disability or necessary to mitigate a disability. Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i). Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not service animals for the purpose of this policy and regulation.

Team: A person with a disability, or a handler, and his or her service animal. The twosome works as a cohesive team in accomplishing the tasks of everyday living.

Trainee: An animal undergoing training to become a service animal. A trainee will be housebroken and fully socialized. To be fully socialized means the animal will not, except under rare occasions, bark, yip, growl or make disruptive noises; will have a good temperament and disposition; will not show fear; will not be upset or agitated when it sees another animal; and will not be aggressive. A trainee will be under the control of the handler, who may or may not have a disability. If the trainee begins to show improper behavior, the handler will act immediately to correct the animal or will remove the animal from the premises.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Types of Service Dogs

A **Guide Dog or Seeing Eye Dog** is a carefully trained dog that serves as a travel tool for persons with severe visual impairment or who are blind.

A **Hearing or Signal Dog** is a dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

A **Psychiatric Service Dog** is a dog that has been trained to perform tasks that assist individuals with disabilities to detect the onset of psychiatric episodes and lessen their effects. Tasks performed by psychiatric service animals may include reminding the handler to take medicine; providing safety checks or room searches or turning on lights for persons with Post Traumatic Stress Disorder; interrupting self-mutilation by persons with dissociative identity disorders; and keeping disoriented individuals from danger.

A **Service Dog** is a dog that has been trained to assist a person who has mobility or health impairment. Types of duties the dog may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after a fall, etc. Service dogs are sometimes called assistance dogs.

A **Ssig Dog (sensory signal dogs or social signal dog)** is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

A **Seizure Response Dog** is a dog trained to assist a person with a seizure disorder; how the dog serves depends on the person's needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance to sit down or to move to a safe place.

Under Title II and III of the ADA, service animals are limited to dogs. However, the district must also make reasonable modifications to allow individuals with disabilities to use miniature horses if they have been individually trained to do work or perform tasks for individuals with disabilities.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Emotional Support Animals or Comfort Animals

While emotional support animals or comfort animals are often used as part of a medical treatment plan as therapy animals, they are not considered service animals under the ADA. These support animals provide companionship, relieve loneliness, and sometimes help with depression, anxiety, and certain phobias, but do not have special training to perform tasks that assist people with disabilities.

Requirements for Faculty, Staff, and Students

Allow a service animal to accompany the partner at all times and everywhere on campus except, where service animals are specifically prohibited.

Do not pet a service animal; petting a service animal when the animal is working distracts the animal from the task at hand.

Do not feed a service animal. The service animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.

Do not deliberately startle a service animal.

Do not separate or attempt to separate a partner/handler from his or her service animal.

Requirements of Service Animals and Their Partners/Handlers

Vaccination: The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Licensing: Dogs are to wear an owner identification tag at all times. The dog must also wear a current rabies tag and dog license tag. Connecticut law requires dogs to wear a harness or an orange-colored leash and collar which makes it readily identifiable as a licensed guide dog.

Health: The animal must be in good health.

Under Control of Partner/Handler: The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is solely the responsibility of its partner/handler. A service animal must have a harness, leash, or other tether, unless the handler is unable because of a disability to use a harness, leash, or other tether, or the use of such devices would interfere with the service animal's safe, effective performance of work or tasks. In such cases the service animal must be otherwise under the handler's control using voice control, signals or other effective means.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

When a Service Animal Can Be Asked to Leave

Disruption: The partner of an animal that is unruly or disruptive (e.g., barking, running around, bringing attention to itself) may be asked to remove the animal from District facilities. If the improper behavior happens repeatedly, the partner may be told not to bring the animal into any District facility until the partner takes significant steps to mitigate the behavior. Mitigation can include muzzling a barking animal or refresher training for both the animal and the partner. If the animal materially disrupts or interferes with the instructional program, school activities, or student learning, or the animal's presence would result in a fundamental alteration of any school program, it may be excluded from school or school property. However, annoyance on the part of others is not considered an unreasonable risk to property or others to justify the removal of a service animal.

Health: Service animals that are ill should not be taken into public areas. A partner with an ill animal may be asked to leave District facilities. A service animal that poses a direct threat to the health and/or safety of any person may also be excluded from school or school property.

Uncleanliness: Partners with animals that are unclean and/or bedraggled may be asked to leave District facilities. An animal that becomes wet from walking in the rain or mud or from being splashed by a passing automobile, but is otherwise clean, should be considered a clean animal. Animals that shed in the spring sometimes look bedraggled. If the animal in question is usually well-groomed, consider the animal tidy even though its spring coat is uneven and messy-appearing, or it has become wet from weather or weather-related incidents. A service animal that is not housebroken shall not be permitted on school premises.

If a service animal is excluded from District premises based upon the above reasons, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Service Animals at District-Sponsored Events

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on District property.

A building or District administrator may revoke or exclude such a service animal for the reasons set forth above.

Instruction

Live Animals in the Classroom

Service Animals (including Guide or Assistance Dogs) (continued)

Areas Off Limits to Service Animals

- A. **Mechanical Rooms/Custodial Closets:** Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms, and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
- B. **Areas where protective clothing is necessary:** Any room where protective clothing is worn is off-limits to service animals. Examples impacting students include chemical laboratories, wood shops, metal/machine shops, and photography dark rooms.
- C. **Areas where there is danger to the service animal:** Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there are hot materials on the floor; where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

Exceptions:

A laboratory instructor may open his or her laboratory to all service animals.

A laboratory instructor in a classroom or teaching laboratory with moving equipment may grant permission to an individual animal/partner team to enter the laboratory or classroom with moving machinery. Admission for each team will be granted or denied on a case-by-case basis. The final decision shall be made based on the nature of the machinery or class and the best interest of the animal. *Example:* The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught in it; this is a valid reason for keeping large dogs out. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

Access to other designated off-limits areas may be granted on a case-by-case basis.

To be granted an exception: A student who wants his or her animal to be granted admission to an off-limits area should contact the Supervisor of Special Education.

Instruction

Live Animals in the Classroom

Service Animals (Guide or Assistance Dogs) (continued)

Emergency Situations

In the event of an emergency, the Emergency Response Team (ERT) should be trained to recognize service animals and to be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke from a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The partner and/or animal may be confused by the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, should not be considered harmful. The ERT should make every effort to keep the animal with its partner. However, the ERT's first effort should be toward the partner; this may necessitate leaving an animal behind in certain emergency evacuation situations.

To help ensure appropriate ERT response, this policy and administrative regulation shall be disseminated to local law enforcement and fire departments.

Considerations When a Student Has a Service Animal

When the District approves the use of a service animal by a student at school, the Building Principal or designee will take the following steps:

- Notify appropriate staff that a service animal will be on campus.
- Provide a process for staff, students, and parents to inform administrators of animal allergies that may require accommodation.
- Educate students and staff on proper behavior around a service animal.
- Plan for transportation of the service animal, including on the bus and field trips.
- Develop an emergency evacuation plan to include the service animal.

Request for a Service Animal to Accompany a Student in School Facilities¹

This form identifies criteria to help the District minimize risks that a service animal poses to students, staff, and the educational environment. It is not based on speculation, stereotypes, or generalizations about students with disabilities. Each criterion includes guidelines and explanations with resources. A service animal that meets the criteria may accompany a student to all school functions in or outside the classroom.

Parent/guardian Complete this form and return it to the Building Principal. It will be used during the PPT/Individual Education Plan or Section 504 plan meeting.

Student name (please print)	Date of birth
School attending	Grade
Parent/Guardian name (please print)	Contact number
Animal owner's name (if other than parent/guardian; please print)	Contact number
Animal handler's name (if other than owner's name; please print)	Contact number

Please initial before each of the following statements if the statement is true.

_____ **The animal has completed a professional service animal training program.**
(Initials)

Guidelines	Explanation
Trained service animals generally include: • Hearing dog • Guide dog • Assistance dogs • Seizure alert dog • Mobility dog • Psychiatric service dog • Autism service dog (could be same as therapy dog) • Miniature horse	To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student. Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at:

Guidelines	Explanation
Trained service animals generally do not include: • Skilled Companion Animal • Social Dog • Facility Dog • Trained Agility Dog • Police Dog • Search and Rescue Dog • Helping Dog	To minimize risks, a service animal should be professionally trained. This training is different from and in addition to the individualized training to perform tasks for the benefit of the student. Assistance Dogs International, Inc. (ADI) is a coalition of not-for-profit organizations. Its purpose is to improve the areas of training, placement, and utilization of service dogs. See its website for service animal training programs at:

 The animal meets minimum standards for a service animal in public
(Initials)

Guidelines	Explanation
Public appropriateness standards: • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. Behavior standards: • Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily, i.e., barking, growling or whining, etc. • Shows no aggression towards people or other animals, i.e., showing teeth, barking, growling, jumping on individuals, etc.	Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: Additional standards may be appropriate to meet a school building’s and its students’ needs. ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at: .

Guidelines	Explanation
General training standards: • Works calmly and quietly on harness, leash, or other tether. • Performs tasks in the school setting and lies quietly beside the student or adult handler without blocking aisles, doorways, etc. • Trained to urinate and defecate on command. • Stays within 24 inches of the student or adult handler at all times unless the nature of a trained task requires it to be working at a greater distance.	Requiring “minimum standards for a service animal in public” ensures that the school provides reasonable accommodations without fundamentally altering the nature of the school environment. No State laws or agency rules address specific minimum standards for a service animal. This list follows the ADI’s “minimum standards for a service animal in public,” available at: Additional standards may be appropriate to meet a school building’s and its students’ needs. The ADI’s sample public access test ensures that an animal has appropriate behavior for a public setting. Available at:

_____ **The animal is individually trained to perform tasks for the benefit of a student**
(Initials) **with a disability.**

Guidelines	Explanation
A service animal must perform individualized tasks to mitigate aspects of the student’s disability. Identify individualized tasks: 1. _____ 2. _____ 3. _____	This verification of training helps the school identify necessary IEP-related services or 504 plan reasonable accommodations. Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. (28 C.F.R. §36.104)

_____ **The animal has a current vaccination tag.**
(Initials)

Guidelines	Explanation
A service animal’s vaccinations must be current and filed in the student’s temporary record.	The animal must be immunized against diseases common to that type of animal. Dogs must have had the general maintenance vaccine series, which includes vaccinations against rabies, distemper, and parvovirus. All vaccinations must be current.

Acknowledgement

- I. I understand that the presence of a service animal may present competing educational rights between my student and other students at school. These issues may present at any time, and I understand that the Building Principal must manage them immediately. I will:
- a. Participate in any meetings requested of me by the Building Principal;
 - b. Participate in drafting a joint communication to notify other students and their parents/guardians about the placement of the service animal; and
 - c. Authorize the school to disclose information as necessary to balance competing educational interests and integrate the animal into the classroom and the school environment.
- II. I understand that for the safety and protection of students and staff, which is necessary for the safe operation of the school, the school may revoke access because:
- a. One of the criteria above is not present.
 - b. The service animal displays aggression or appears to be an imminent threat to the safety or health of any person in the school. If this occurs, the Building Principal will immediately contact me to remove the animal from school property and summon Animal Control.
 - c. The adult handler fails to follow the Building Principal's instructions.
- III. I understand that a service animal's owner is solely liable for any damage to persons, premises, or facilities that was caused by the service animal. I will hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the service animal. I understand that staff members are protected from liability arising from actions consistent with Board policies and administrative procedures.

Parent/guardian signature

Date

Animal owner's signature

Date

The Building Principal and, if applicable, the PPT/IEP or 504 team, based this decision on the information provided in this request. *(Note to Building Principal: return a copy of this form to the individual(s) making the request, file the original in the student's temporary record, and send a copy to the District's main office.)*

☐ Approved

☐ Denied

Building Principal or designee

Date

The endnote should be removed before the material is used.

¹ Managing service animals in the school setting presents many unsettled and complex legal issues. Consult the board attorney for advice before using this exhibit. Illinois law provides little guidance on the issue of service animals in the school setting.

NEW POLICY

Community Relations**Public Complaints****General Complaint Procedure**

The Griswold Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint. Such complaints shall be addressed and resolved as close to their origin of concern as possible.

While members of the community have a right to petition the Board of Education for redress of a grievance, complaints will be referred through the appropriate administrative channels for resolution. Exceptions will be made when the complaint directly concerns Board actions or operations.

The proper channel for complaints related to discipline, instruction, or instructional materials is the teacher. If the complaint is not resolved at that level, it can proceed to the department supervisor, the Principal, the Superintendent, and finally to the full Board.

(cf. 1220 – Citizens’ Advisory Committees)

(cf. 1312.3 – Library Material Review and Consideration)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted:

rev. 1/24

rev 3/24

rev 6/25

Griswold Public Schools

Public Complaint Form

Instructions: Please complete this form to initiate a formal review of your concern. Per Board Policy, complaints should be resolved as close to the point of origin as possible. Before filling out this form, please ensure you have attempted to resolve the matter with the staff member most directly involved (e.g., the teacher for matters of instruction or discipline).

Section 1: Contact Information

- Full Name: _____
- Address: _____
- Phone Number: _____ Email: _____
- Date of Submission: _____

Section 2: Nature of Complaint

Please indicate the primary area of concern:

- ☐ Instruction / Curriculum
- ☐ Discipline / Student Behavior
- ☐ Instructional Materials
- ☐ Board Operations / Policy
- ☐ Other: _____

Section 3: Details of the Concern

Description: Please provide a concise statement of the facts. Include dates, specific incidents, and names of individuals involved where applicable.

Section 4: Resolution History

To adhere to the "Proper Channels" requirement of Policy 1312, please indicate who you have already spoken with regarding this matter:

- | | | |
|-----------------------------------|--|-------------|
| 1. Teacher / Staff Member: | ☐ Yes ☐ No | Date: _____ |
| 2. Department Supervisor: | ☐ Yes ☐ No | Date: _____ |
| 3. Building Principal: | ☐ Yes ☐ No | Date: _____ |

What was the outcome of these previous discussions?

Section 5: Requested Remedy

What specific action or resolution are you seeking?

Administrative Routing (For Office Use Only)

Current Level of Review:

- ☐ Level 1: Teacher/Staff Member
- ☐ Level 2: Department Supervisor/Principal
- ☐ Level 3: Superintendent
- ☐ Level 4: Board of Education (Final Appeal)

Date Received: _____ **Received By:** _____

Important Note on Procedure

Except for complaints directly concerning Board actions, all grievances must follow the chain of command:

Teacher ➡ Supervisor/Principal ➡ Superintendent ➡ Board of Education

Community Relations

Public Complaints

The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints, including a written notation of the complaints, and that it will take steps to make a proper reply to the complainant.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints will not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the Board and anonymous telephone complaints will not be brought to the Board by any individual Board member, administrator or other District employee. The administration will not act on any anonymous complaint.

The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

- _____ 1. _____ Teacher
- _____ 2. _____ Principal
- _____ 3. _____ Superintendent
- _____ 4. _____ Board of Education

Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.

If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.

~~Community Relations~~

~~Public Complaints (continued)~~

~~If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.~~

~~The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision, which shall be sent to all interested parties. The Board's decision is final.~~

~~Request for Re-Evaluation of Instructional Materials~~

~~The following procedure shall be followed whenever there is a request for the evaluation of instructional material other than textbooks:~~

- ~~1. The Superintendent shall establish an ad hoc review committee broadly representative of:~~
 - ~~_____ A. Teachers competent in the area of the content covered by the material.~~
 - ~~_____ B. Administrators, directors, and supervisors appropriate to the level and/or subject for which material is used.~~
 - ~~_____ C. A media specialist who shall serve on the review committee.~~
- ~~2. Objections to materials and requests for re-evaluation must be presented in writing on the proper form. Request for Re-Evaluation of Materials forms are available in the office of the Superintendent.~~
- ~~3. Initial action on a written request on the proper form shall be taken no later than fifteen school days after receipt of the request.~~
- ~~4. A written report from the review committee shall be submitted to the Superintendent. The Superintendent shall then communicate his or her decision to the person requesting the re-evaluation.~~
- ~~5. Should the decision of the Superintendent not satisfy the person requesting the re-evaluation, the Board of Education may hold a special hearing to review the Superintendent's decision.~~
- ~~6. Once instructional material has been adopted and re-evaluated the material cannot be subject to further review without special approval by the Board of Education. Challenged instructional materials shall remain in use in the schools pending a final decision by the Board of Education.~~

~~Community Relations~~

~~Public Complaints~~

~~Request for Re-Evaluation of Instructional Materials (continued)~~

Legal Reference: ~~Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)~~

~~President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. Denied 409 U.S. 998 (1976)~~

~~Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976)~~

~~Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).~~

~~Connecticut General Statutes~~

~~10-238 Petition for hearing by board of education.~~

Policy adopted: ~~November 25, 2013~~ ~~GRISWOLD PUBLIC SCHOOLS~~
~~Griswold, Connecticut~~

GRISWOLD PUBLIC SCHOOLS

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

Person(s) to whom complaint(s) are addressed _____

Complainant: Name _____
Address _____
Telephone _____

Complainant represents: _____ himself/herself

(Name of organization)
(Identify other group)

Nature of Complaint: (be specific: dates, time, person(s) involved, etc.)

Signature of Complainant

Date Time

Received by: _____

Superintendent of Schools

Disposition of Complaint: _____

Received by: _____

Complainant