

Instruction

Fees, Fines and Charges

The Board of Education recognizes its responsibility to purchase books and supplies to meet the needs of instruction in the schools of the District. The Board of Education also recognizes that it is the responsibility of each student to exercise care in the use of instructional materials. A student may be assessed costs of replacing any materials or property which are lost or damaged through his or her negligence.

Textbooks

1. The Board of Education feels it is the responsibility of the student, who has the loan of textbooks, workbooks, etc., to maintain and care for each textbook or workbook until it is returned to the proper authority at the end of the school year or upon the completion of its use.
2. If proper use or normal care is not practiced by the student, the student will be expected to pay a fee to cover the cost of replacement or repair.

A. Damaged books

The charges for damaged books will be determined by the Principal and the book custodian.

B. Lost books

The student will reimburse the school system for the replacement cost of the book.

C. Laptops

Students will reimburse the school system for the full cost of the laptop.

Fees for Materials of Non-Required Projects

Students involved in special interest work over and above the basic instructional program may be charged for materials necessary in their chosen project.

Athletic Uniforms and Equipment

Students will be responsible for the care and safe return of athletic uniforms and equipment loaned to them. Students will be required to pay the full costs of repairs for uniform or equipment damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms or equipment.

The Supervisor of Physical Education and Athletics shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

Uniforms

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Students will be responsible for care and safe return of uniforms loaned to them. Students will be required to pay the full costs of repairs for uniform damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms.

The supervisor of the activity shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

Fines for Inappropriate Use of Library Materials

In order to encourage borrowers to return books promptly so that others may use them, the library imposes a fine on patrons who keep library materials beyond the due date. Where applicable, a fine of five (5) cents per item per day up to a maximum of no greater than replacement cost. If a book or other item is lost, the borrower will only be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

Materials from the reserve collection kept beyond the specific stated period will incur a fine of ten (10) cents per item per day up to a maximum no greater than replacement cost.

Field Trips

In general, transportation costs for field trips must be borne by the student. In view of this fact, discretion should be used in planning field trips to avoid unreasonable costs. A minimal insurance cost for each student will also be required.

Lab Fees

No system of lab fees will be permitted. However, students in courses offered in grades seven through twelve may be charged for loss or breakage of equipment due to misuse or negligence after the facts have been determined.

Other Fees

In accordance with Board policy, the cost of the following items are to be borne by the student:

Class ring;

Prom;

Varsity Jackets;

Dances.

Legal Reference: Connecticut General Statutes
10-221(c) Boards of education to prescribe rules.

Policy adopted: September 21, 2017
Revised: October 21, 2021

DERBY PUBLIC SCHOOLS
Derby, Connecticut

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By Marc J. Garofalo, MPA, MCC, MCTC at 3:15 pm, Mar 16, 2026

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.

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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

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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.

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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

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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.

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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.

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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.

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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).

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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.

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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.

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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

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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

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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.

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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.

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Students

Dress and Grooming

P5132

Policy Takes Effect September 2025

Purpose: The purpose of the uniform policy is to foster a sense of unity and equality among students, reduce distractions, and promote a positive educational environment. This policy applies to all students in grades Pre-K-12 across the district.

Uniform Requirements:

1. **General Guidelines:**

- All students are required to wear the designated school uniform each school day.
- Uniforms must be clean, neat, and in good repair.
- Uniforms should be worn as intended, with no alterations or modifications that deviate from the policy.

2. **Pre-Kindergarten - Grade 12:**

- **Shirts:** Solid-colored polo shirts (red, white, gray, black) or crew neck shirts as displayed on the website.
- **Bottoms:** Khaki or black pants, shorts, or skirts. Shorts and skirts should be of an appropriate length for school activities.
- **Outerwear:** Solid-colored sweaters, sweatshirts, or cardigans in red, black or white.
- **Footwear:** Shoes/sneakers/appropriate everyday boots; no sandals, flip flops, slides or slippers.

3. **Uniform Compliance:**

- Students are expected to wear the uniform correctly and adhere to the guidelines outlined. Non-compliance with the uniform policy will result in:
 - i. First Offense: Consultation with parent/guardian
 - ii. Second Offense: Verbal warning and notification to parent/guardian
 - iii. Third and Subsequent Offense: Referral to administration

4. **Exceptions:**

- **Special Dress Days:** On designated days, students may be allowed to wear non-uniform clothing as part of school events or spirit days. Prior notice will be given for such days.
- **Physical Education Day Attire:** Elementary students may wear sweatpants/shirts to school on scheduled physical education days. School-approved tee shirts and shorts are permitted.
- **Religious and Medical Exceptions:** Requests for exemptions due to religious beliefs or medical reasons must be submitted in writing to the school principal for review.

5. **Uniform Purchases:**

- Uniforms may be purchased through designated vendors or school-approved suppliers. Specific details on purchasing options and pricing will be provided by the school.

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6. Review and Adjustments:

- The uniform policy will be reviewed periodically to ensure it continues to meet the needs of the school community. Adjustments or updates to the policy will be communicated to parents, guardians, and students.

By implementing this uniform policy, Derby Public Schools aims to create a cohesive and respectful learning environment for all students. We appreciate your support and cooperation in adhering to these guidelines.

Policy Adopted: January 19, 2017

Revised: October 17, 2019

Revised: April 20, 2023

Revised: December 19, 2024

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Derby, Connecticut

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By Marc J. Garofalo, MPA, MCC, MCTC at 3:16 pm, Mar 16, 2026

Students
Dress and Grooming

Policy Takes Effect September 2025

Purpose: The purpose of the uniform policy is to foster a sense of unity and equality among students, reduce distractions, and promote a positive educational environment. This policy applies to all students in grades Pre-K-12 across the district.

Uniform Requirements:

1. General Guidelines:

- o All students are required to wear the designated school uniform each school day.
- o Uniforms must be clean, neat, and in good repair.
- o Uniforms should be worn as intended, with no alterations or modifications that deviate from the policy.

2. Pre-Kindergarten - Grade 12:

- o **Shirts:** Solid-colored polo shirts ~~(red, white, gray, black)~~ or crew neck shirts or crew neck sweatshirts (red, white, gray, black) as displayed on the website.
- o **Bottoms:** Style: Khaki Color: Khaki or ~~B~~black pants, shorts, or skirts. Shorts and skirts should be of an appropriate length for school activities. Cargo pants and jeans are not allowed.
- o ~~**Outerwear:** Solid-colored sweaters, sweatshirts, or cardigans in red, black or white.~~
- o **Footwear:** Shoes/sneakers/appropriate everyday boots, crocs must include the back strap; no sandals, flip flops, slides or slippers.

3. Uniform Compliance:

- o Students are expected to wear the uniform correctly and adhere to the guidelines outlined. Non-compliance with the uniform policy will result in:
 - i. First Offense: Consultation with parent/guardian
 - ii. Second Offense: Verbal warning and notification to parent/guardian
 - iii. Third and Subsequent Offense: Referral to administration

4. Exceptions:

- o Special Dress Days: On designated days. ~~On designated days,~~ students may be allowed to wear non-uniform clothing as part of school events.

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Spirit Days: ~~events or spirit days~~. Spirit Day is limited to one day a week as determined by each school. Prior notice will be given for such days. ~~Student Athletes will be able to wear their uniform top on the day of a game.~~

o Physical Education Day Attire: Elementary students may wear sweatpants/shirts to school on scheduled physical education days. Sweatpants may be obtained from any source and may be red, white, gray or black. School-approved tee shirts may be purchased from designated vendors or school-approved suppliers. The school district will provide specific details on purchasing physical education T-shirt options and pricing. Elementary students may also wear school-approved uniform khaki shorts on Physical Education Days if they so choose. ~~and shorts are permitted.~~

o Religious and Medical Exceptions: Requests for exemptions due to religious beliefs or medical reasons must be submitted in writing to the school principal for review.

5. Uniform Purchases:

o Uniforms may be purchased through designated vendors or school-approved suppliers. Specific details on purchasing options and pricing will be provided by the school.

6. Review and Adjustments:

o The uniform policy will be reviewed periodically to ensure it continues to meet the needs of the school community. Adjustments or updates to the policy will be communicated to parents, guardians, and students.

By implementing this uniform policy, Derby Public Schools aims to create a cohesive and respectful learning environment for all students. We appreciate your support and cooperation in adhering to these guidelines.

Policy Adopted: January 19, 2017

Revised: October 17, 2019

Revised: April 20, 2023

Revised: December 19, 2024

DERBY PUBLIC SCHOOLS

Derby, Connecticut

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Bylaws of the Board

Standing Committees

The Derby Board of Education shall have standing committees to address the operations of the Board which shall include committees on:

- Finance;
- Negotiations and Personnel;
- School/Community Relations and Policy;
- Student Health and Safety; and
- Plant and Facility;
- Long-Range Planning.

Standing Committee Membership

The Chairperson of the Board of Education shall appoint a committee Chairperson of each standing committee from among its members.

1. The Chairperson shall appoint no more than four members to a standing committee.
2. Ad hoc and liaison assignments are not considered to be standing committees.
3. Any member of the Board who is interested in serving on a standing committee shall notify the Chairperson promptly concerning their interest.
 - A. Each Board member must serve on at least two standing committees.
 - B. No Board member may serve on more than three standing committees.
 - C. No Board member may chair more than one standing committee.
4. The standing committee members shall be designated by the Chairperson of the Board.
5. The Board Chairperson will serve as an ex-officio on all standing committees.
6. Any member of the Board may attend standing committee hearings; however, they will be unable to participate.
7. Standing Committee Chairpersons and members on standing committees shall serve for the same term as the Board Chairperson.

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Record Keeping

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members.

Legal Reference: Connecticut General Statutes

[1](#)-225 Meetings of government agencies to be public.

Bylaw adopted by the Board: April 19, 2012

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Derby, Connecticut**

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Bylaws of the Board

Standing Committees

Standing committee members shall be appointed by the Chairperson of the Board of Education at a Board of Education meeting at such time as the Board decides to create or recreate the committee. The Chairperson ~~and Vice Chairperson~~ shall be an ex-officio member of each standing committee.

Each standing committee shall be considered to be in session for one year only. The duties of the committee shall be outlined at the time of appointment, and the committee shall regularly report to the Board of Education.

Standing committees are comprised solely of Board members and must be less than a majority of the Board. Although the Superintendent may serve in an ex-officio capacity and standing committees may seek input from administrators, staff and others, only standing committee members may vote or otherwise agree upon recommendations to be made to the full Board.

(cf. 9130 - Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9133 – Special Committees/Advisory Committees)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99
rev. 1/06
reviewed 1/26

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Bylaws of the Board Standing Committees

Members: The Superintendent and two (2) or three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

1-COMMITTEE ON TEACHING AND LEARNING

Members: The Superintendent and two (2) or three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

Duties:

⇒ **Student Achievement**

⇒ **Curriculum & Instruction**

- Review proposals concerning student courses throughout the district
- Ensure the Board's familiarity with the district education programs
- Review curriculum based goals and achievements
- Monitor planning, development, implementation, evaluation, and refinement/maintenance of curricula

⇒ **Professional Development**

- Review district professional development goals and initiatives aligned to instructional priorities
- Monitor the planning and evaluation of professional learning programs

⇒ **Student Activities**

- Review student activity programs and proposals across the district
- Monitor participation and alignment of student activities with educational goals

⇒ **Athletics**

- Review district athletic programs and related proposals
- Monitor participation, compliance, and alignment with educational values

⇒ **Health & Safety**

- Review district health and safety policies, programs, and initiatives
- Monitor implementation of health, wellness, and safety practices

Meetings: ~~Meetings can be called by the chairperson at any time.~~ The first Tuesday of the month ~~will~~ may be used for sub committees and if necessary, the chairperson of each committee will set the time and day of meeting or Superintendent may call a meeting to conduct important business

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2-COMMITTEE ON FINANCE, BUDGET, PERSONNEL & FACILITIES

Members: The Superintendent and two (2) three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

Duties

⇒ **Personnel & Negotiations Matters**

- Act as an agent for the Board. All decisions and acceptances are made by the full Board
- Negotiate with a positive undertaking and an honest, sincere attitude towards reaching a fair and equitable agreement
- Maintain confidentiality while negotiations are ongoing
- Research its positions bringing current and local information to substantiate statements
- Accept clear directions and parameters within which to negotiate
- Keep the Board apprised of the negotiations process minutes
- Select a primary spokesman and Secretary who keeps all official meeting
- Present a package of negotiated items for the Board's approval

⇒ **Facilities Operations, Maintenance & Security**

- Provide for the planning and scheduling of long-range maintenance items
- Identify and investigate long-range maintenance and physical plant needs
- Solicit and receive bids for major maintenance work
- Identify costs and budget impacts of maintenance needs
- Ensure adequate budget support is in place for the maintenance, repair and improvement of the physical plant
- Ensure the timely and proper completion of maintenance and repair projects

⇒ **Transportation**

- Ensure safe transportation of district students
- Negotiate cost-effective transportation contracts
- Review fair and current discipline procedures for the students and drivers safety
- Ensure that drivers are qualified and are in compliance with current state and federal regulations
- Review policies and procedures which relate to school transportation
- Review budget requests in the area of transportation
- Ensure maintenance/repairs of vehicles is current and that all vehicles are in compliance with state and federal regulations
- Review district insurance coverage, programs, and related proposals
- Monitor adequacy of insurance coverage in relation to district operations and risk management

⇒ **Capital Planning**

- Review long-range capital planning initiatives and proposals
- Monitor alignment of capital projects with district priorities and facility needs

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⇒ Insurance

Meetings: ~~Meetings can be called by the chairperson at any time.~~ The first Tuesday of the month ~~will~~ may be used for sub committees and if necessary, the chairperson of each committee will set the time and day of meeting or Superintendent may call a meeting to conduct important business.

3-COMMITTEE ON POLICY & COMMUNITY RELATIONS

Members: The Superintendent and two (2) or three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

Duties:

⇒ **Strategic Planning/Long Range Planning**

- Make sure a strategic plan is in place and updated from year to year

⇒ **Board of Education Policy**

- Formulate policies to be presented to entire Board for action
- Suggest amendments/revisions of existing policies
- Be knowledgeable of policies adopted and why
- Conduct annual reviews of policies
- Monitor implementation of policies in the school(s)

⇒ **Staff Communications**

⇒ **Parent Relations {Including PTO/PTA Communications}**

⇒ **Press & Public Relations**

- Review and develop methods of community relations within the framework of current policy.
- Work to create/establish and implement procedures that facilitate cooperation between the Board and the town
- Ensure good community relations which support the educational program

Meetings: ~~Meetings can be called by the chairperson at any time.~~ The first Tuesday of the month ~~will~~ may be used for sub committees and if necessary, the chairperson of each committee will set the time and day of meeting or Superintendent may call a meeting to conduct important business.

Bylaw adopted by the Board: April 19, 2012
Revision:

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Business and Non-Instructional Operations

Non-Lapsing Education Fund

The Derby Board of Education (Board) may request the town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. [10-248a](#).

Any expenditure from the Non-Lapsing Education Fund shall be authorized by the Board. Each expenditure from such account shall be made only for special education purposes.

The Board of Finance shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

Legal Reference: Connecticut General Statutes

[10-222](#) Appropriations and budget

[10-248a](#) Unexpended education funds account (as amended by PA 19-117, Section 285).

NOTE: 3171.1 Appendix will be Memorandum of Agreement with City.

Policy adopted: June 18, 2020

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Non-Lapsing Education Fund

This policy has been revised to include the new requirements of Public Act No. 25-93, Sections 35-37, which set forth the requirements for boards of education regarding non-lapsing and reserve funds.

With regards to non-lapsing funds:

Public Act No. 25-93, Sections 35-37, requires that in its annual report, the board of education shall additionally include the balance of any non-lapsing, unexpended funds account described in Section 10-248a, as amended by the Act.

Furthermore, this Act requires that for the fiscal year ending June 30, 2026, and each fiscal year thereafter, each local board of education shall compile a report regarding the non-lapsing, unexpended funds account, including, but not limited to:

1. The total balance of the account,
2. The amount deposited into such account in a fiscal year, and
3. An accounting of the expenditures made from such an account.

The Act mandates boards submit such report to the Department of Education and the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b.

For the fiscal year ending June 30, 2026, and each fiscal year thereafter, the Act requires each local board of education to, not later than thirty days from the adoption of such board's budget, notify the exclusive bargaining representative for certified employees, chosen pursuant to section 10-153b, of (1) the establishment of a non-lapsing, unexpended funds account, or (2) the board's intended uses for any funds in such non-lapsing, unexpended funds account during the next fiscal year.

With regards to the reserve fund:

The Act requires that for each fiscal year, the board shall make available and annually update information regarding the reserve fund, including, but not limited to:

1. The total balance of the fund.
2. The amount deposited into such fund in a fiscal year.
3. An accounting of the expenditures made from such fund.

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P3171.1(a)

**Business and Non-Instructional Operations
Non-Lapsing Education Fund (Non-Regional School Districts)**

The Derby Board of Education (Board) may deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the Board of Education. Each expenditure from such account shall be made only for educational purposes and under the following conditions:

- (1) Such deposited amount does not exceed two percent (2%) of the total budgeted Appropriation for education for such prior fiscal year;
- (2) each expenditure from such account shall be made only for educational purposes, and
- (3) Each such expenditure shall be authorized by the Derby Board of Education.

The Board of Education shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

Each fiscal year, the board of education shall compile a report regarding the non-lapsing, unexpended funds account, including, but not limited to:

1. The total balance of the account
2. The amount deposited into such account in a fiscal year
3. An accounting of the expenditures made from such account.

The Board shall submit such report to the Department of Education and the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b.

Each fiscal year, the Board of Education shall, not later than thirty days from the adoption of the Board's budget, notify the exclusive bargaining representative for certified employees, chosen pursuant to section 10-153b, of (1) the establishment of a non-lapsing, unexpended funds account described in this section, or (2) the Board's intended uses for any funds in such non-lapsing, unexpended funds account during the next fiscal year.

The balance of any non-lapsing, unexpended funds account described in section 10- 248a, as amended by PA 25-93, shall be included in the annual report of the Board of Education, in accordance with section 10-224.

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Business and Non-Instructional Operations

Non-Lapsing Education Fund (Non-Regional School Districts) (continued)

Reserve Fund for Educational Expenditures (Regional School Districts)

The Regional Board of Education (Board), by a majority vote of its members, may create a reserve fund for educational expenditures. Such fund shall be termed “reserve fund for educational expenditures.” The aggregate amount of annual and supplemental appropriations by a district to such fund shall not exceed two percent (2%) of the annual district budget for such fiscal year.

Annual appropriations to such fund shall be included in the share of net expenses to be paid by each member town. Supplemental appropriations to such fund may be made from estimated fiscal year end surplus in operating funds. Interest and investment earnings received with respect to amounts held in the fund shall be credited to such fund.

The Board shall annually submit a complete and detailed report of the condition of such fund to the member towns. Upon the recommendation and approval by the Board, any part or the whole of such fund may be used for educational expenditures.

Each fiscal year, the Board shall make available and annually update information regarding the reserve fund, including, but not limited to:

1. the total balance of the fund
2. the amount deposited into such fund in a fiscal year
3. an accounting of the expenditures made from such fund

Additionally, not later than thirty days from the adoption of such Board’s budget, the Board shall notify the exclusive bargaining representative for certified employees, chosen pursuant to section 10-153b, of (i) the establishment of the reserve fund for educational expenditures, or (ii) the Board’s intended uses for any funds in such fund during the next fiscal year.

Such fund may be discontinued, after the recommendation and approval by the Board, and any amounts held in the fund shall be transferred to the general fund of the District.

Legal Reference: Connecticut General Statutes
10-51 (d) (2) Fiscal year. Budget. Payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve funds. (as amended by PA 21-2, JSS, Section 363)
10-222 Appropriations and budget
10-248a Unexpended education funds account (as amended by PA 19-117, Section 285)

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